DOCUMENT RESUME

ED 107 776 CE 003 863

AUTHOR	Appel, Jeanette D.; And Others
TITLE	Junior High School English, People in Literature and Life, Mass Communication, and Situational English. Career Development Project.
INSTITUTION	University City School District, Mo.
PUB DATE	72
NOTE	186p.; For related documents, see CE 003 801-7, CE 003 862, and CE 003 864-75
EDRS PRICE	MF-$0.76 HC-$9.51 PLUS POSTAGE
DESCRIPTORS	Career Awareness; *Career Education; *Communications; Communication Skills; *Curriculum Guides; *English Curriculum; Individual Development; Instructional Materials; Integrated Curriculum; Job Application; Junior High Schools; Learning Activities; Literature; *Mass Media; Resource Materials; Self Concept; Teacher Developed Materials; Unit Plan; Vocational Development

ABSTRACT

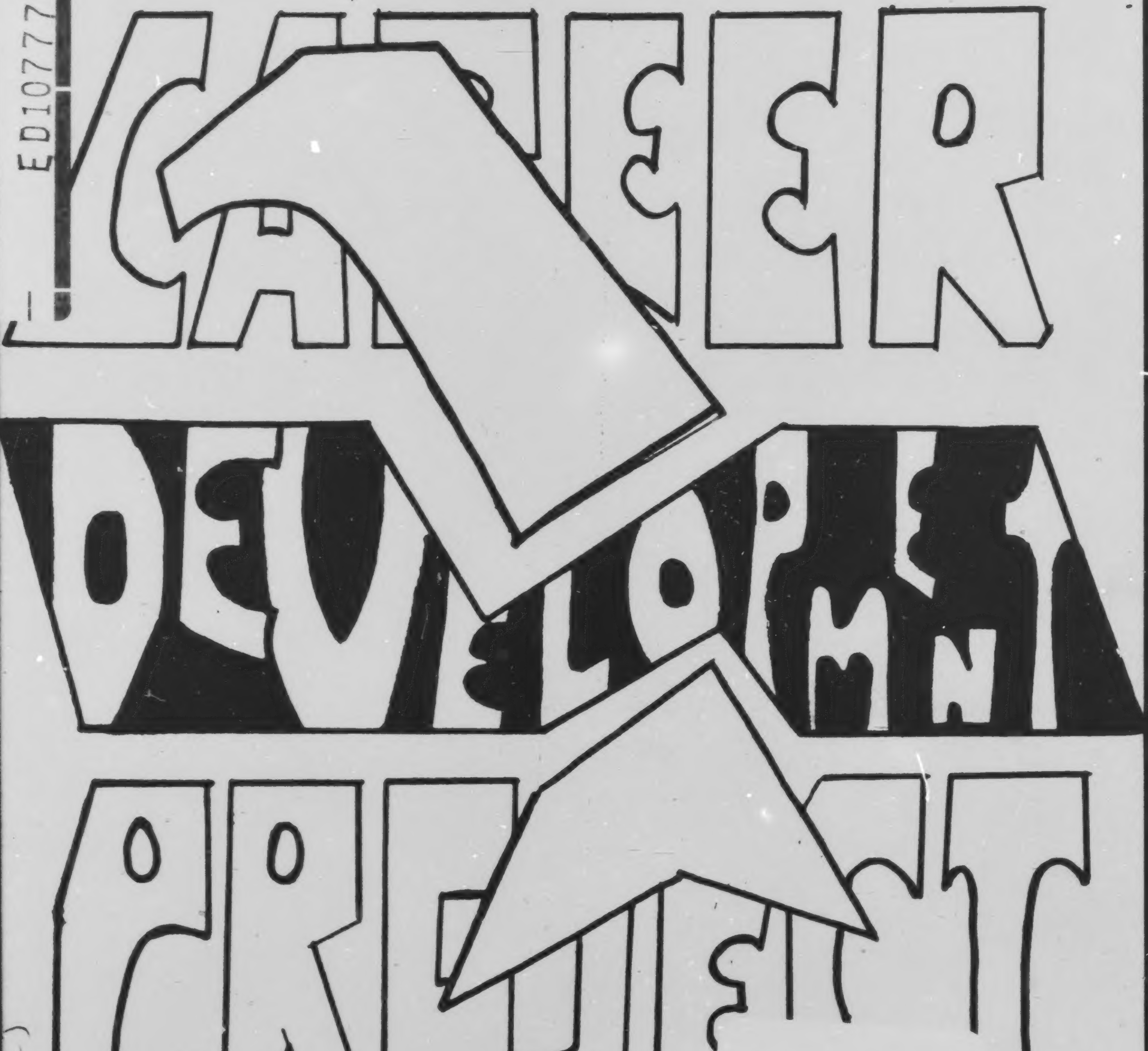
The four-part guide aims at integrating the career education concepts of self-awareness, career awareness, and occupational awareness into the junior high school English and mass communications curricula. Each of the parts presents goals, developmental objectives, performance activities, outcome measures, and, infrequently, resource materials listed separately for each lesson plan. Part A of the guide deals with careers in communication for an English class and includes lessons on radio, newspapers, magazines, television, and films. Part B covers people in literature and life and focuses on present attitudes, success, strengths, values, goal setting, and creative life management. Part C consists of a 10-week mass communications course exploring techniques of propaganda in advertising and the nature and composition of the major media directed toward large numbers of the population. A separate career education component is also provided with guidelines for integrating the two. Part D is a situational English course geared toward vocational development. (JR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED107776

Junior High English

CAREER DEVELOPMENT PROJECT



U. City, Mo. School District

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

[illegible] 2

C. Edwards

CE003863 (2)

ED107776

TOPIC: CAREERS in EDUCATION

AREA: English

AUTHORS: JEANETTE D. APPEL, Teacher
FLORENCE G. BALOG, Teacher
DAVID HARRIS, Student

PERFORMANCE LEVEL: Secondary -
Grades 7 - 9

SCHOOL: BRITTANY JUNIOR HIGH SCHOOL
University City, Missouri

DATE: SUMMER - 1972

INTRODUCTION

CAREERS

CAREERS IN COMMUNICATION

GOAL: The occupations associated with the communications field may be considered a job cluster with which familiarity by the student may provide the basis for an informed career choice.

Level: 8th - 9th grade students

DEVELOPMENTAL OBJECTIVE: Through student selected activities, the student will demonstrate that he has a fundamental knowledge of at least one career field within communications and in either written or oral form the student will be able to evaluate the other career choices in terms of himself and their appropriateness for him.

PERFORMANCE ACTIVITIES: Students will be involved in acquainting himself with various aspects of the communications' cluster. The following sequence is suggested.

I. Broadcast Development

II. Public Relations

III. Advertisement and Promotion

IV. Print Journalism

   a. Newspapers
   b. Magazines
   c. News Services
   d. Publications

V. T. V. and Films

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Careers in Communication

GOALS

1. Parents who are interested in helping students become aware of job reality will participate with career classes.
2. Depth activity construction will allow for students to choose subject in career cluster for independent study.
3. One aspect of the communication cluster is broadcast development, specifically radio, with which the student will become familiar.
4. The student will become familiar with the role public relations plays in communication.
5. One aspect of the communication cluster is advertisement and promotion with which the student will become familiar.
6. The newspaper business has a variety of jobs available to the individual other than reporter with which the student will become familiar.
7. One aspect of the communication cluster is magazine production with which the student will become familiar.
8. Student will become familiar with news services' role in communication.
9. One aspect of the communication cluster is the many applicable jobs offered in the T.V. and film field from which the student can learn.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Careers in Communication

PARENT-STUDENT-TEACHER ACTIVITY

GOAL: Parents who are interested in helping students become aware of job reality will participate with the career classes.

DEVELOPMENTAL OBJECTIVES: Parents will respond positively to a request sent home which will ask if parent(s) would be willing

1. to come to school to talk about his job
    a. lecture and/or
    b. question-answer
2. to have individuals interview him for job information
    a. by phone and/or
    b. in person at school
    c. to make arrangements for one (or more) students to accompany him on the job for a part of the day

PERFORMANCE ACTIVITIES:

1. Students will be canvassed as to what does your daddy or mommy do?
2. Students who would allow their parents to participate will be asked to take home request as stated above.
3. Depending on student-parent response, appropriate activity will be used.

OUTCOME MEASURE: Students will be able to ask questions and make summary statements concerning interview or experience.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Careers in Communication

DEPTH ACTIVITY

GOAL: Depth activity construction will allow for student to choose stubject in career cluster for in depth study.

DEVELOPMENTAL OBJECTIVE: Student will be able to choose an area in which he is particularly interested and apply the information and knowledge given about the career area to an activity choice.

PERFORMANCE ACTIVITIES:

1. At the beginning of the course students will be made aware of the depth activity requirement and its purpose.
2. Choice of activity will be made from the activities within each section of the unit that are designated "depth potential."
3. At least three weeks before the course's end, students will be asked to commit themselves to a project.
4. One week of class time in which the library and in class resourses will be made available and teacher aid will be provided. (At the end of the week the project will be due; allowing teacher one week before the grading pressure begins.)

OUTCOME MEASURE: Student will show knowledge of chosen field and an ability to apply knowledge in given activity choice.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Careers in Communication

GOAL: One aspect of the communication cluster is broadcast development, specifically radio, with which the student will become familiar.

DEVELOPMENT OBJECTIVE: The student will become familiar with the field of radio and will be able to discuss orally or in writing the various aspects of the job potentials in radio as they relate to him.

PERFORMANCE ACTIVITIES:

1. Discussion of the limitations of radio.
    a. reading of radio play on tape
    b. radio advertising gimmicks -- attention-getters
    c. voice quality
    d. taping class with a given announcement -- letting them test their voice quality.
2. Since the disk jockey is the most familiar aspect of radio, students can choose their favorite radio personalities and write a short personality and voice description of him/or her with an effort being made to pinpoint why the announcer or disc jobkey appeals to them.
    a. consensus: discussion of "widest possible consensus" -- have students try to identify large groups that broadcasters try to appeal to (e.g. K.A.T.Z., K.F.U.O., K.S.H.E.)
    b. How does consensus affect the type of advertising,

commercials used?

   c. status groups and their effects

      1. bulk populations K.X.O.K.

      2. minorities

   d. the power of advertisers (in power structure)

3. Terms used in relation to radio may prove helpful (see list of definitions), having students learn them contextually in discussion may be more valuable than handing out a list. (see list of "Programming Definitions")

4. Jobs available in a typical station (see diagram) (for job descriptions see Radio Broadcasting, pp. 38-42). Once students are familiar with jobs available a studio setup could be imitated in the classroom with the news being brought in from the students' environment; perhaps someone would pre-tape music as in a disk jockey's show -- class as a whole or groups could prepare shows for class presentation. Taping shows would be helpful for evaluation. "Programming" could be set up as a typical day's presentation with material selected and geared to the specific audiences. Each group member should be prepared to explain his duties.

5. An announcer from K.W.M.U. is on our school staff. Arrangements could be made with him to

   a. present information on the radio station from an insider's point of view

b. conduct questioning session so that students will be reinforced to ask questions and in polite group interview form. (It may be helpful to go over procedure before questionnaires.)

6. Transmitter control should be discussed along with the F.C.C. licensing.

7. Logs -- perhaps the control operator in the simulation mentioned in #4 could explain the log procedure.

8. Field trip stuggestions:
   a. K.W.M.U.
   b. K.S.H.E.
   c. K.F.U.O.
   d. any cooperative station

9. Student projects: could be done in oral presentations to add to information of the class. Students choosing a radio position could relate them to his choice of job for additional information.
   a. radio broadcasting history (especially the effect of T.V.)
   b. transmission
   c. microphones
   d. control boards
   e. equipment used in stations -- (turntables, records, tape records, _et al_) sound effects equipment

DEPTH ACTIVITIES: RADIO

1. Build a model radio station setup in which the interworkings of the various jobs within are visible.
2. Choose one of the jobs within the section that sounds like you and go into the training/education required before becoming qualified and the duties required after being hired.
3. Give a demonstration (presentation) of an "actual" broadcast in which you perform the duties of an announcer. Prepare your own tape. In writing, explain why these sponsors chose your program and the audience to which you're appealing.

OUTCOME MEASURE:

Given a list of jobs associated with radio, a student will choose three jobs and be able to discuss them in terms of his own job preferences and interests.

PROGRAMMING DEFINITIONS

1. FEEDBACK -- usually by complex methods of statistical discovery to see if the programs elicit the responses intended
2. REVISION -- based on feedback
3. REDUNDENCY -- repetition
4. RECEPTION -- may be interferred with by noise or by communicator's failure to attract or hold attention
5. TYPES OF COMMUNICATION:
    a. SURVEILLANCE -- reports on environmental happenings
    b. PRESCRIPTION -- giving advice or directions
    c. CULTURAL TRANSMISSIONS -- imparting beliefs and attitudes
    d. ENTERTAINMENT -- amusement
6. BROADCASTING -- term only used when communication is intended for mass audience
7. PLACEMENT -- (time scheduling) consideration of audience activity, e.g. of typical schedule
    a. early morning block -- family appeal
    b. mid-morning block -- housewife
    c. luncheon period -- journalistic nature
    d. afternoon block -- similar to mid-morning
    e. late afternoon -- commuting motorist
    f. dinner hour -- similar to lunch
    g. evening block -- teenage, young adult

h. late evening -- "adult" level

8. COUNTER-PLACEMENT -- consideration of competitor's programming

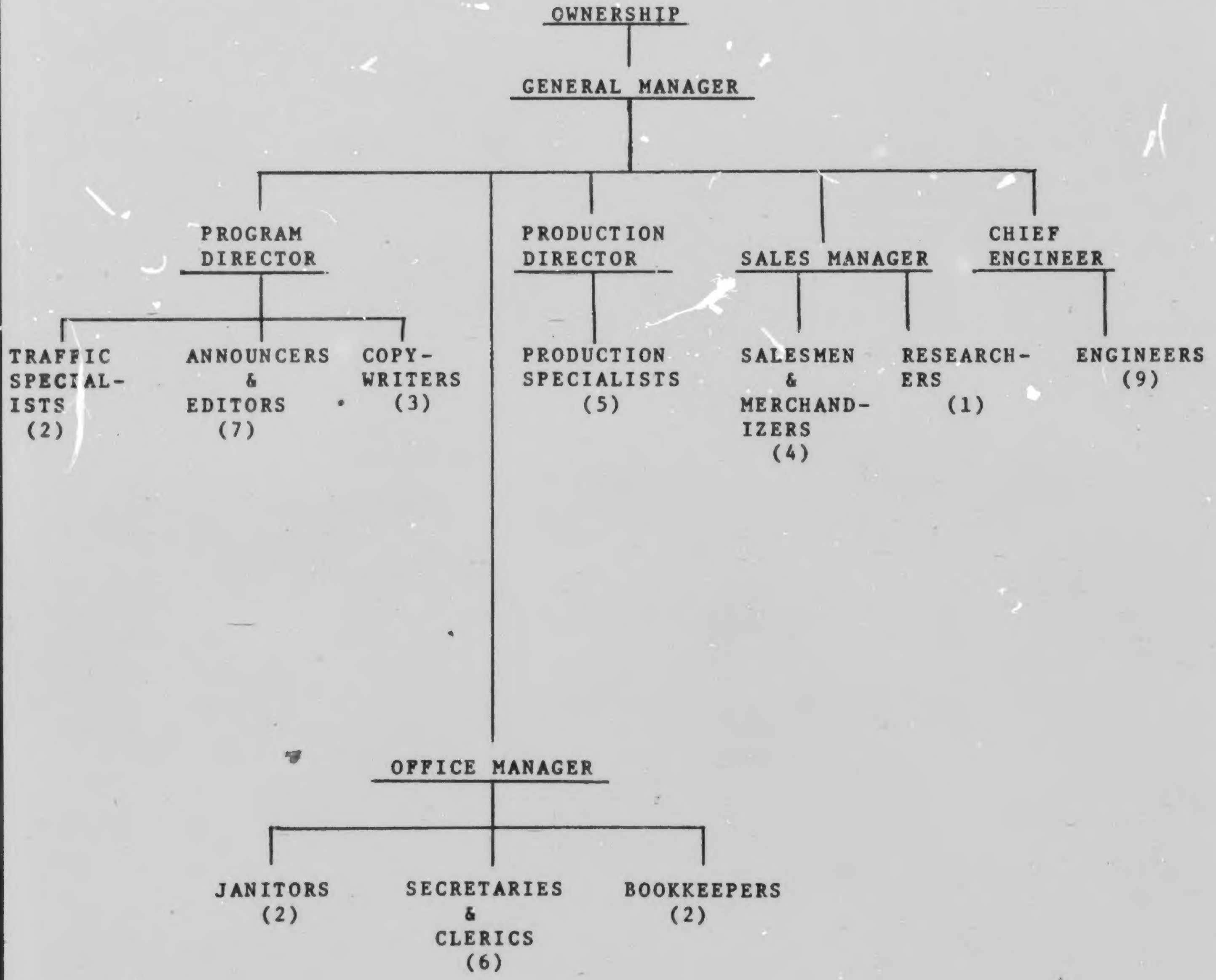
9. PROGRAMS AND ANNOUNCEMENTS are either
    a. COMMERCIAL -- paid for by one advertiser
    b. PARTICIPATING -- divided into a number of segments with various commercial announcements

10. FORMAT -- application of form to content

11. VALUE -- usually reflects the power structure

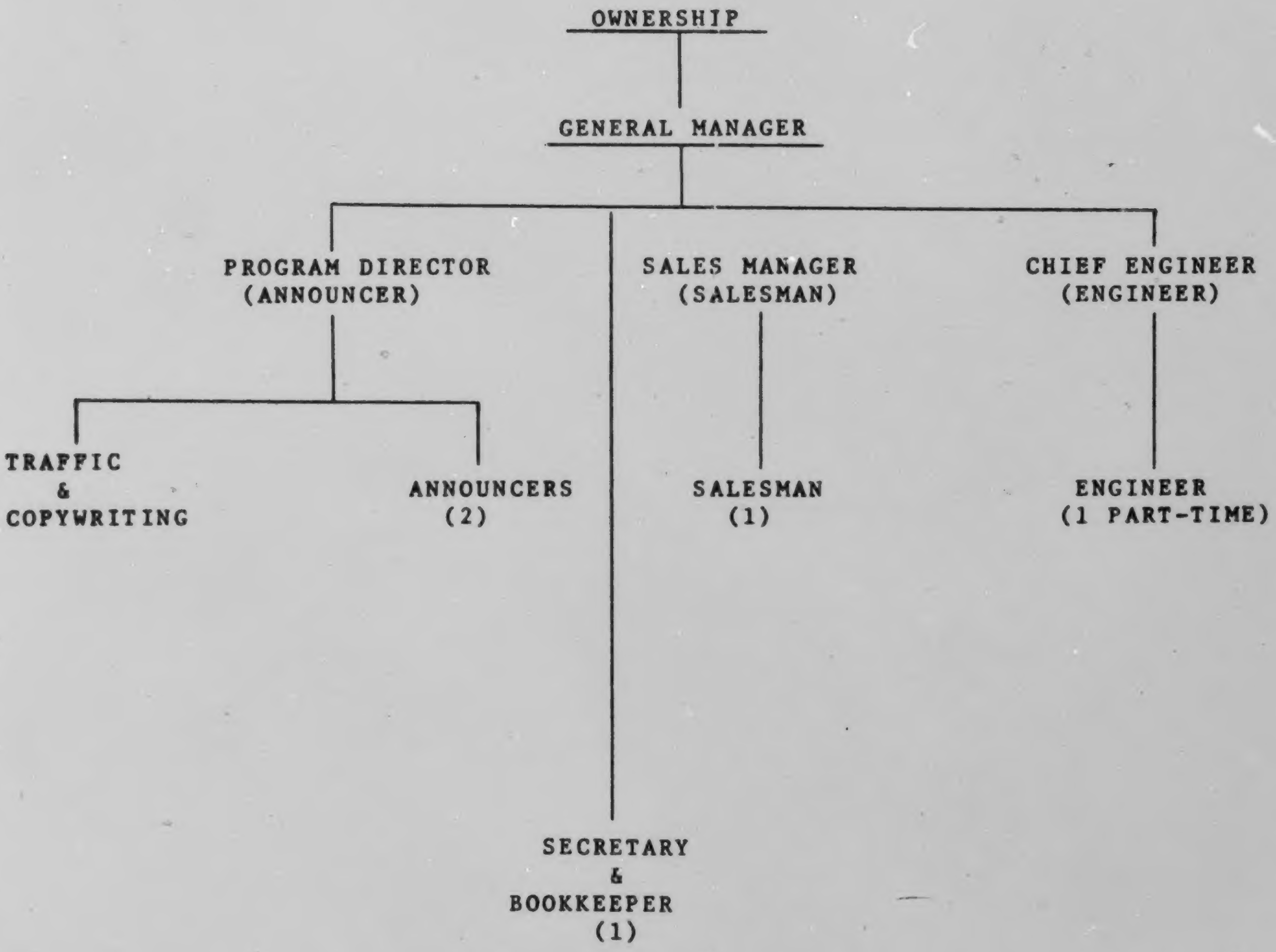
12. PACE -- rate of presentation

RADIO BROADCASTING


OWNERSHIP
GENERAL MANAGER
PROGRAM DIRECTOR
PRODUCTION DIRECTOR
SALES MANAGER
CHIEF ENGINEER
TRAFFIC SPECIALISTS (2)
ANNOUNCERS & EDITORS (7)
COPYWRITERS (3)
PRODUCTION SPECIALISTS (5)
SALESMEN & MERCHANDIZERS (4)
RESEARCHERS (1)
ENGINEERS (9)
OFFICE MANAGER
JANITORS (2)
SECRETARIES & CLERICS (6)
BOOKKEEPERS (2)

REPRESENTATIVE OF A MEDIUM-SIZED CITY

RADIO BROADCASTING


OWNERSHIP
GENERAL MANAGER
PROGRAM DIRECTOR (ANNOUNCER)
SALES MANAGER (SALESMAN)
CHIEF ENGINEER (ENGINEER)
TRAFFIC & COPYWRITING
ANNOUNCERS (2)
SALESMAN (1)
ENGINEER (1 PART-TIME)
SECRETARY & BOOKKEEPER (1)

RESOURCE LIST

HANDBOOK OF BROADCASTING; the fundamentals of radio and T.V.
Waldo Abbot and Richard Rider (1957)

THE INVASION OF MARS; a study in the psychology of panic
Hadley Cantril (1966)

TELEVISION AND RADIO
Girard Chester (1971)

NATIONAL AND INTERNATIONAL SYSTEMS OF BROADCASTING: THEIR HISTORY OF OPERATION AND CONTROL
Walter Emery (1969)

RADIO BROADCASTING: AN INTRODUCTION TO THE SOUND MEDIUM
Robert Hilliard

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Careers in Communication

GOAL: The student will become familiar with the role public relations play in communications.

DEVELOPMENTAL OBJECTIVE: The student will be able to recognize public relations (U.S. advertising) and be able to apply public relations techniques to a school-based problem.

(Source of material, Publicity for Prestige and Profit, Howard Stephenson)

PERFORMANCE ACTIVITIES:

1. For introduction, go over the general types of news (review from "Journalism").
    a. accidental (unforseen)
    b. incidental (outcome of struggle)
    c. planned (deliberate attempt of persuading people to take action. p.2)
2. Using newspapers as a source have students bring ads and publicity after class discussion to clarify differences. Suggested activities:
    a. collage depicting ads U.S. Publicity
    b. collage depicting relationship between publicity and ads
3. The role of the publicity man ("Every contact of a company representative ... has some public relations aspect." p.5)

a. Discussion: "The key to his (publicity man) as a link in the chain of communications (between employer and publication) is trust in his integrity... Everything he writes or says, or causes others to write or say in the interest of his employer should be in the public interest." (p.9)

b. Discussion: "Your success in publicity will be based on consistent ability to do three things
Skill in Communication -- find good stories to tell
Breadth of Interest and Experience -- tell them well
Analytical Ability -- get them published to the right readers and listeners."
(p.10)

c. Interview technique:
   1. Telephone (poorest -- make sure to have person O.K. a written form before release)
   2. In person (see Scholastic Journalism for interview technique suggestions)

d. Speaker* -- actual public relations man

4. Sources for news releases:

a. the press:
   1. letter (extreme care in composition)
   2. telephone (most unreliable)

b. sources of newspaper releases

1. circulation:

circulation:	approximate # of dailies
under 10,000	1000
10,000 -- 100,000	500
more than 100,000	120
foreign language	90
specialized	90

2. publicity to most under 10,000 through wire services:

    a. UPI)
    b. AP) -- brief explanation may then be referred to in section on "Public Information"

3. techniques in getting along with editors

c. Magazines:

1. Have students relate the type of publicity that might find an audience in the various magazines.

    a. Sunday supplement
    b. national weeklies
    c. business, industrial, technical
    d. household magazine
    e. farm magazine
    f. religious magazine
    g. student magazine
    h. men's magazine
    i. employee and customer magazine

2. Students may wish to bring in magazines with examples.

3. making contact:
    a. directly through editor
    b. through writer who usually is published in the particular magazine

d. Radio: press associations supply news to both radio and newspapers
    1. if appropriate will be rewritten for radio
    2. offer it to network program director

e. T.V.
    1. same as radio
    2. supply product and receive credit listing for supplying product

f. Films: prepared for three environments
    1. at home -- through T.V.
    2. in motion picture theatres
    3. at group meetings

Have students consider how audience affects the content (e.g. a paying theatre audience expects to be entertained) (Example of G.M. Company film at Six Flags). Film used in past opening of school good example of publicity film made for group. Contact Harris Jackoway for copy.

g. Field Trip suggestion: Field trip to Chrysler plant and Chevrolet plant. Compare the two in their effectiveness as public relations (or Busch or Hostess Cupcakes -- free cupcakes given).

h. Considerations:

   1. news release form
   2. industrial photography
   3. techniques of preparing T.V. - radio releases
   4. What can be publicized?

i. People associated with the publicity agent (job potentials. Students may wish to investigate in depth one of the "associated professionals" after in-class discussion.

   1. professional fund raisers
   2. routine publicity -- publicity assistant
   3. special writer (photo-composition)
   4. artist

j. Consideration of libel, slander and invasion of privacy

k. For reference especially: writing a press release and qualifications looked for in a publicity agent see Handbook of Practical Public Relations, Alexander B. Adams.

RESOURCE LIST

Publicity for Prestige and Profit
Howard Stephenson

Handbook of Practical Public Relations
Alexander B. Adams

Community Relations for Business
John McCarthy

The Image Merchant
Irwin Ross

Practical Publicity
Herbert Jacobs

DEPTH ACTIVITIES:

1. Choose what you consider "good" aspects (and activities) of the school that you think would constitute good public relations potential to the public and prepare a news release to be announced over P.A..
2. Decide what activities you as a publicity man (or woman) could invite people (public, news media) to see what would upgrade your school's image. Prepare an agenda that could really be used. (Include interviews with people who could be involved in the presentation, their ideas and what they would do to promote them.)
3. Using the various media, tape an actual publicity campaign now in progres. Identify and give examples of the different approaches being used. Identify and describe the product(s) produced by the company. What image is being made? Why might this image improve the sales of the company? (Keep in mind that publicity is not the same as advertising.)
4. Choose an area of the school as your client and prepare a film aimed at a group meeting showing.

OUTCOME MEASURE: Keep in mind the basic difference between publicity and advertising. The student will discuss in writing the statement "People, not products, are the soundest basis for publicity on the air." or the student will briefly describe the responsibilities and activities of a publicity agent and explain in relation to himself why he feels he would or would not enjoy the job.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Careers in Communication

GOAL: One aspect of the communications cluster is advertisement and promotion which the student will become familiar with.

DEVELOPMENTAL OBJECTIVE: The student will become familiar with careers in advertisement and promotion and will be able to discuss orally or in writing the many aspects of job potentials in advertisement and promotion as it relates to him.

PERFORMANCE ACTIVITIES: DEPTH ACTIVITIES

1. The student will be involved in acquainting himself with the various aspects of advertising and promotion (see Careers Monograph #133, #134, #17).
    a. advertising copywriter
    b. advertising artists (graphic designer, illustrator, letters, paste-up)
    c. newspaper, magazine, catalog advertisers
    d. billboard advertisers
    e. spoken word advertisers as in T.V. commercials
    f. song writing advertiser
    g. account executive (agency's contact with the public
    h. production manager
2. The student will study ads in a newspaper, magazine or on T.V. He will note the various abilities needed to produce a good ad: creative ideas, words, pictures,

colors, designs. All communicate the "right" message to the "right" audience in order to achieve the desired sales appeal.

3. The student will compose an original ad of his choice about a product of his choice.
4. The student will collect ads from newspapers and magazines, or note T.V. ads, that especially appeal to him. Then he will try to figure out what it is that is appealing to him (words, shapes, colors, designs, impact, etc.). He, along with two or three other students, will produce an ad of their own.
5. You have all the information about a product given you by a student who is trying to sell it. With the help of other students of your choice, you are responsible for producing an ad that will sell. Check it out to see how many students in the class will buy your product.
6. Advertising agencies will be consulted for class tours and classroom interviews. (See Yellow Pages)
7. A student, or a group of students, will be responsible for advertisements within the school. They will compose P.A. announcements to advertise coming events and deliver them with the principal's O.K.
8. Students will be responsible for promotion of school events through bulletin board displays. For a period of three or four weeks groups will become

aware of school events, library announcemtns, school-news-related events, P.T.A. meetings, club meetings, special T.V. shows or documentaries, etc. and create bulletin board displays to promote the event.

OUTCOME MEASURE: Given a list of jobs associated with advertisement and promotion, the student will choose two jobs and be able to discuss them in terms of his own prefernces and interests.

RESOURCE LIST

Film: "Best T.V. Commercials of the Year"
(Run in annual series)

Pamphlet: Careers Monograph: pamphlet series #133, #134, #17

The Institute for Research
610 South Federal St.
Chicago, Illinois 60605

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Careers in Communication

NEWSPAPER

GOAL: The newspaper business has a variety of jobs available to the individual other than reporter with which the student will become familiar.

DEVELOPMENTAL OBJECTIVE: The student will be able to consider the various potentials for career choice in a newspaper and be able to discuss the jobs in relation to himself.

PERFORMANCE ACTIVITIES:

1. Student will be accustomed to newspaper jargon and understand the necessity of the terms. (Refer to list of newspaper terms to be learned and shown an example of each by each student.) (Suggested activity for them: Cut out each example of the terms to be displayed and identified on a piece of cardboard or paper.)
2. Student will learn the proper procedure for proceeding to show possible job potential in aspect of the newspaper business (see Scholastic Journal)
3. Each student will write an editorial or an editorial cartoon to actively involve the student in another job potential (check Scholastic Journal for proper editorial form).
4. See film Newspapers Serves Its Community (See catalog of instructional films, p.214).

If possible:

5. Have general manager or business manager (someone who hires) of local newspaper come in as guest speaker to acquaint students with still more of a variety of job potential.
6. Get editor from Granite City Press Record to come as guest speaker (see David Harris for contact).
7. Get speaker from Outlaw to come and speak on procedures of an underground newspaper.

OUTCOME MEASURE: After exposure to numerous jobs offered in the newspaper field, student will choose job that most intrigues him and

a. interview someone who does this job and write a report

or

b. use all reference materials available in school, home and library, to write up report on the job telling what is done, qualifications needed, and any other important details.

JOURNALISM

"NEWSPAPER TERMS"

1. ADVANCE STORY
   Story published before the event takes place

2. ASSIGNMENT
   A story that a reporter has been detailed to cover

3. AP
   Abbreviation for Associated Press

4. BANNER
   A headline in large letters running across the entire width of the first page

5. BEAT
   Reporter's regular routine for covering news sources

6. BOLD FACE
   Applied to type, meaning heavy or dark type

7. BREAK
   First published news of an event

8. BYLINE
   Signature of a writer appearing at the head of a story

9. CAPTION
   A title or explanation accompanying a picture

10. CARTOGRAPHER
    One who draws maps that tell the reader where a story has taken place, or will take place

11. CITY EDITOR
    The person responsible for gathering all local news and pictures

12. COMPOSE
    To set type

13. COPYRIGHT
    An author's exclusive right of property in his work for a certain period of time

14. CORRESPONDENT
    A reporter assigned to cover an area away from the home office, such as another city or a foreign country

15. COVER
To get all the facts for a news report and write it up

16. CREDIT LINE
A line giving the source of the story or illustration

17. CUT
A piece of wood or metal that prints a picture; also the picture made from the cut

18. CUTLINES
The information below a picture which describes it

19. DATELINE
The line at the beginning of a story giving the origin and date of an item

20. DECK
A subdivision of a headline

21. DUMMY
A diagram of a page, section, or complete newspaper. It shows the placement of pictures, articles and ads

22. EARS
Small body of copy on either side of the newspaper's name on the front page. Usually used for weather news or to call attention to some special feature.

23. EDITION
An issue of a newspaper

24. EDITOR
One who selects and assigns the news to be covered; decides on the relative importance of the various news stories

25. EDITORIAL
An article expressing the opinion of the newspaper concerning a certain subject; editorials are written by editorial writers

26. FEATURE
As a verb, it means to give special prominence to an article.
As a noun, it is an article that may not have news value but will be timely and interesting.

27. FLAG or LOGO
The newspaper's name on the front page

28. FOLIO
    The line at the top of the inside pages which gives the page number, date, and name of paper

29. GALLEY PROOF
    A proof from type on a galley before it is made up in pages

30. GALLEY
    An oblong metal tray with upright sides for holding composed type

31. HEADLINE
    A title given to a newspaper story

32. KILL
    To delete or take out copy or type

33. LEAD
    The beginning paragraph or two of a news article

34. LIBEL
    Publication of material unjustly injurious to someone's reputation

35. LINOTYPE
    Trade name for a typesetting machine

36. MASTHEAD
    Information stating the title, ownership, subscription rates, and other data, printed in every issue of a newspaper

37. MAKE-UP
    The arrangement of stories, headlines, and pictures into columns in preparation for printing

38. NEWS
    Any information which interests a large number of people

39. NEWSPRINT
    The paper on which newspapers are printed

40. PHOTOFAX
    Brand name for an AP machine which automatically receives pictures by wire from a national network

41. PLAGIARISM
    Literary theft; passing off as one's own the words or ideas of another

42. RELEASE
    To specify the publication of a story on or after a specific date

43. **REUTERS**
British wire service

44. **REWRITE MAN**
One who writes a story from facts wired or telephoned to the office

45. **SCOOP**
A story obtained before other papers have the information

46. **SIG**
The name of the firm in an advertisement

47. **STYLE BOOK**
The printed book of rules on typographical style to be followed by the newspaper's reporters, editors and printers

48. **SUBHEAD**
Headings used in a body of a story to break monotony as a solid column

49. **TASS**
Telegraph Agency of the Soviet Union

50. **TEARSHEET**
A page torn from a newspaper providing a copy of a story or an advertisement

51. **UPI**
Abbreviation for United Press International

52. **"30"**
End of copy

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Careers in Communication

MAGAZINE

GOAL: One aspect of the communication cluster is magazine production with which the student will become familiar.

DEVELOPMENTAL OBJECTIVE: The student will become familiar with the production of a magazine and will be able to discuss orally or in writing the many aspects of job potentials in magazine production as it relates to him.

PERFORMANCE ACTIVITIES: *

The student will be involved in acquainting himself with the various aspects of magazine production

1. the writer
2. the editor
3. the proofreader
4. lay-out editor
5. type-setter
6. photographer
7. developer
8. illustrator
9. business manager
10. personnel
11. public relations
12. secretaries
13. distribution staff
14. cartoonists
15. editorial staff
16. correspondence
17. artist
18. accountants
19. investment manager
20. salesmen

* See especially the series of pamphlets: Careers Monograph in Resource List.

DEPTH ACTIVITIES (OPTIONAL):

1. The student will participate in a field trip to

one of the suggested magazine publishers. * There he will note the various occupations, interview persons on the job (if possible), jot down a list of various activities observed.

* See appendix of Field Trip contacts made.

2. The student will take notes and ask questions of a representative of Proud, Inc. or another magazine publishing company. The questions will not only be informative of the jobs themselves but, also, of the persons involved in the jobs. For example, "How do you spend your leisure time?" or "What are the problems involved?"

3. The student can choose a magazine of his choice and identify within the magazine the various jobs responsible for each section of the magazine and write a short summary of job descriptions and qualifications for each job.

4. The students can role-play various magazine publishing occupations and then choose occupations to produce a short magazine of their own.

5. The student can note which job or jobs he might have a particular interest in and contact a person at some magazine publishing company for further information. This could be done by means of telephoned interview, face-to-face interview, letter writing, or by spending a day with a particular person on the job.

6. The student will read pamphlets of interest to him from the Careers Monograph series.

7. The student will acquaint himself with different kinds of magazines and note various occupations involved in producing the magazine:
   a. Sunday supplement
   b. national newsweeklies (Time, Newsweek, etc.)
   c. business, industrial, technical
   d. household magazines (Better Homes and Gardens, etc.)
   e. student magazines
   f. general magazines
   g. others

OUTCOME MEASURE: Given a list of jobs associated with magazine production, the student will choose three jobs and be able to discuss them in terms of his own preferences and interests.

RESOURCE LIST

BOOKS

THE ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE
(Vol. I) Planning Your Career, William E. Hopke,
(Ed.) J. G. Ferguson Publishing Company, Chicago,
Illinois, 1972. (pp. 391-394)

PAMPHLETS

CAREERS MONOGRAPH
The Institute for Research, 1968-71
610 South Federal Street
Chicago, Illinois, 60605

FIELD TRIPS

1. TIME, INC.
   (small sales office)
   (Time, Fortune, Sports Illustrated)
   1 South Memorial Drive
   St. Louis, Missouri 63102 436-1212

   (Flo Balog called 7/8/72 -- was asked that a letter of explanation be sent before arranging a field trip or speaker.)

2. ST. LOUIS FAN MAGAZINE
   Color-Art Printing Company
   10324 Highway 66

   (Contact Mr. Reim at 966-2009; he is very interested in our program; asked that teacher come out to plan a tour and a visit.)

3. PROUD, INC.
   4221 Lindell

   (Contact Mrs. Lee at 535-5185

4. THE ST. LOUISAN MAGAZINE
   7036 Clayton (Great possibility!)
   (Small informal office -- 6 desks -- editor, proof reader, artist, lay-out, production manager) (Contact Bobbie Linkemer at 644-2246; also Sandy Johnson of St. Louis County Star HA 8-7777)

5. SPORTING GOODS DEALER (call)
1212 North Lindbergh

997-7111

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Careers in Communication

NEWS SERVICES

GOAL: Students will become familiar with news services' role in communication.

DEVELOPMENTAL OBJECTIVE: Student will be able to explain the communication service/process of the news services in writing.

PERFORMANCE ACTIVITIES:

1. Acquaint students with
    a. Associated Press
    b. U.P.I.
2. Call Mr. Zimmerman at A.P. for information for very small group visits -- perhaps a parent would cooperate on a Saturday -- or to arrange telephone interview.
3. Explain means of communication with newspapers
    a. wire service
    b. daily package of mailed material
4. Main office of both A.P. and U.P.I. are in Kansas city -- regionally operated -- discussion of job potentials
5. Requirements for U.P.I. or A.P. reporters
6. Other associated jobs
    a. photography
    b. editor

c. copy editor

7. Copies of releases used as examples of form

8. Depth Activity suggestion:

   a. Student may arrange visit to U.P.I. or A.P. and hold an interview (would require that he prepare questions in advance). His report could be in the form of a U.P.I. or A.P. bulletin.

   b. Acting as a U.P.I. reporter, the student will choose a week and daily present U.P.I. bulletins (printed or neatly written) to the class for the bulletin board.

OUTCOME MEASURE:

9. The student will state the basic distinction between the U.P.I. and A.P. and then choose one of the available job potentials and describe its functions and relate it to himself in terms of desirability for him.

RESOURCE LIST

PUBLICITY FOR PRESTIGE AND PROFIT
Howard Stephenson

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Careers in Communication

PUBLICATIONS

GOAL: The student will become familiar with job opportunities in the general area of publications.

DEVELOPMENTAL OBJECTIVE: Using class material the student will evaluate the job potentials in relation to his own needs.

PERFORMANCE ACTIVITIES:

1. Steps involved in getting a book published
2. Jobs and related jobs
    a. writer
    b. agent
    c. reader
    d. committee
    e. artist
    f. promotional manager
    g. book publications (printing)
    h. distributor
3. Field trips
    a. McGraw-Hill
    b. Mosby (textbooks)
4. Speaker Author (Mr. Casmier)
5. Depth Activity suggestions:
    a. Interview of someone involved in publications
    b. Comparison of film and book treatment of the same

story. (Compare promotional aspects, the author's role.)

OUTCOME MEASURE: Given a list of jobs discussed in class, student will compare job activities with his own personal interests.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Careers in Communication

TELEVISION AND FILM

GOAL: One aspect of the communications cluster is the many applicable jobs offered in the T.V. and film field from which the student can learn.

DEVELOPMENTAL OBJECTIVE: The student shall choose one of various projects involved in the making, producing, or managing of a film thus applying knowledge obtained earlier during the learning process.

TELEVISION

PERFORMANCE ACTIVITIES:

1. Student is to take a T.V. show that impresses him favorably or unfavorably, and express reason for reaction of show. Ob jective is to clue student in on what is interesting to the average public by comparing with their fellow student the reasoning of feelings towards or against a show.
2. Class shall form list with the various aspects that induce a more interesting show thus attracting a larger audience.
3. Express, in a given situation, what would make a specific show capable of drawing a larger audience by using the so called "rules" for the making of a more interesting show.
4. Student is to learn proper procedure for speaking

on T.V., such as style and delivery of speech, appearance, and proper diction. (see Public Speaking form.)

5. So as to get a slight idea of how a television station works, it is suggested that the students watch the Mary Tyler Moore Show (see T.V. listings).
6. Student shall be aware of the fact that jobs other than that of an actor or announcer are offered in T.V., such as: producer, director, camera men, light technicians, repair crews, make-up artists, sound technicians, set designers, hair stylist, censors, cue-card holder, script writer, gag writer, visual monitor man, public relations, business manager, secretarial jobs, stage hands.
7. Student is to know what a guild is, that each profession in T.V. has its own guild with laws, limitations, and regulations pertaining to its work, and is to know how powerful each guild is. Those students interested should answer the question: What is the difference between a guild and a union. A union representative is suggested for a guest speaker for the class.
8. For an in-depth look at a television station, visit to Channel 9 is suggested.
9. Students (as a whole) with a simulated news-cast to be acted out. If video machine is available,

use those students interested in being camera men to shoot the whole play and plays. Have those students interested in lighting effects use a sort of indoor lighting attachment for indoor movie taking. After showing of film, constructive criticism should be administered from the students.

10. Guest speaker from film company is to come to class to talk on film-making.
11. Call Rosalie Soloman at KTVI for guest speaker.
12. Film Makers Alliance -- 8007 Clayton Road -- 863-7900 (Contact Ken Stollings and John Camie)
13. One of the following projects is to be done by each student or set of students (no more than 3), and grading for the most part of the class should be judged on the effectiveness of the project and the ability of each student to take the knowledge already obtained and put this knowledge into a useful situation:
    a. Interview someone from the television field and find out what his particular job is, what this involves, what guild or union would someone who did this job would belong to, and any other significant facts.
    b. If a movie camera is available, make a film showing a major point concerning you, the school, your city, or the whole United States. (Documentary)

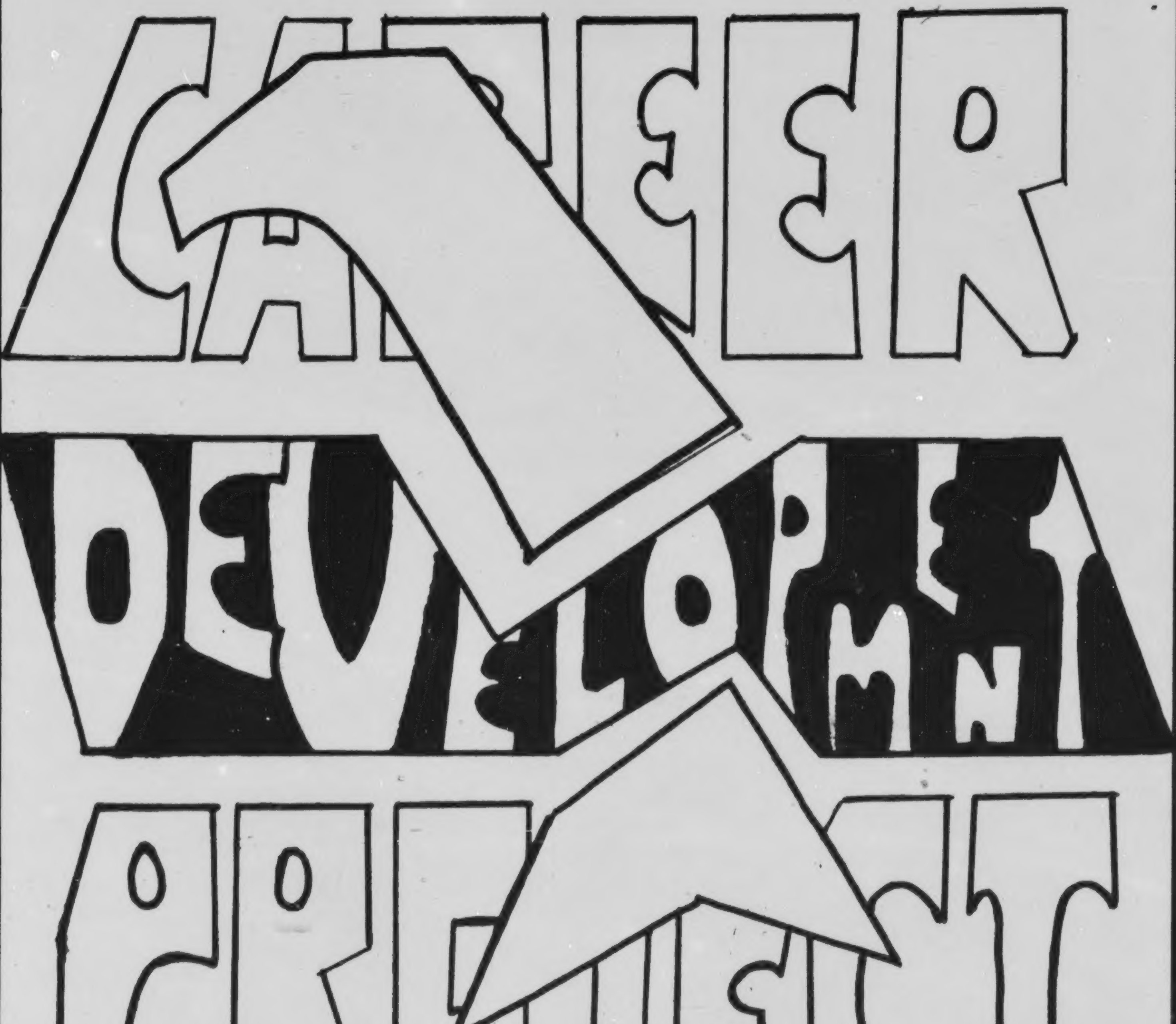
c. Study the arts and uses of special effects, and demonstrate a few simpler ones to the class. At the same time, the student might add sound effects such as various sounds of lightning and raining. Also, so as to make a better project, make a pretape of the whole presentation to be shown in the Little Theatre later.

FINAL SUGGESTIONS FOR DEPTH ACTIVITIES:

1. Choose two of the areas such as radio, T.V. or book and film or newspaper and magazine and compare and contrast the requirements and functions (e.g. magazine layout is horizontal whereas newspaper is linear).
2. Compare coverage of topical area through radio, newspaper, T.V., magazine (using illustrations when possible).

People in Literature and Life

CAREER DEVELOPMENT PROJECT



U. City, Mo. School District

C. Edwards

CE003863(b)

TOPIC: CAREERS in EDUCATION

AREA: ENGLISH - "People in Literature and Life"

AUTHORS: FLORENCE G. BALOG, Teacher
KENYA SHELTON, Student Consultant

PERFORMANCE LEVEL: Secondary Grades 7-9

SCHOOL: BRITTANY JUNIOR HIGH SCHOOL
University City, Missouri

DATE: SUMMER - 1972

"People in Literature and Life" is partially based upon activities from the Motivation Advance Program Kit. Portions of the Motivation Advance Program are reprinted through the permission of the Achievement Motivation Program of the W. Clement and Jessie V. Stone Foundation, 111 East Wacher Drive, Chicago, Illinois 60601.

The Kit is available for purchase at the above address.

The abbreviation MAP (Motivation Advance Program) and specific initials and corresponding numbers are used when referring to Kit information. The entire footnote would read as follows:[1]

[1] Basic Principles About the Nature of Human Beings
Motivation Advance Program
W. Clement and Jessie V. Stone Foundation
(Chicago, Illinois), 1972.

OUTLINE OF PEOPLE IN LITERATURE

I. General Introducation
  A. Goals
  B. Developmental Objectives
  C. Performance Activities
  D. Outcome Measures

II. Pre-Course Inventory of Present Attitudes, values, interests, potentials

III. Further study of present attitudes through focus on a character in a short story

IV. Sharing
  A. "Getting-Acquainted"
  B. Building a self-concept

V. Success - Inventory
  A. Personal
  B. As seen in an autobiographical selection

VI. Strengths
  A. List of strength terms
  B. Personal strength inventory - as seen by fellow students
  C. Goal-setting as related to strengths

VII. Values
  A. Understanding of the term "values"
  B. "Values" as seen in a short story

C. Are values a matter of personal choice?

D. "What Do I Value in Life?" - Worksheet

E. Sharing with others in group

F. Values related to success

G. Goal-setting related to strengths and values

VIII. Relating success, strengths, values:

A. Success - strengths - values related in an autobiographical excerpt

B. Success - strengths - values related in movies

C. Success - strengths - values related in songs and TV programs

IX. Toward personal goal-setting:

A. Personal Values - "Values Auction"

B. The nature of human beings

C. Goal Setting

D. Stated Goal - exemplifying the basic principles about the nature of human beings

X. Reinforcement and the experience of conflicts: in literature and movies

XI. Reinforcement and Reflective Listening

XII. Creative Life-Management

A. "Time Diaries"

B. Barriers to goal achievement

C. Barriers and life-management as seen in literary selections

XIII. Experiencing Me and Others

A. Me and Others

B. Animals and Clothes

XIV. Creative Life-Management: The blind, lonely, and/or democratic

XV. Creative Life-Management:

A. Lack of Communication

B. Resource People

XVI. Short-Range Goal Setting (weeks 9-10-11)

XVII. Sharing Each Other (week 12)

XVIII. Post Course Inventory of Attitudes, values, interests and potentials: evaluation

CONCEPTS*

GENERAL:

1. Each person is capable to developing and changing, of designing a future that embraces many interests and goals, and of doing so in a way that is encouraging and supportive of individual differences.
2. A person can learn about himself and others by observing values, feelings, and motivations of people in the study of literature.

SPECIFIC:

1. The happy, fulfilled, and motivated individual demonstrates healthy charactertistics and attitudes.
2. "Get-acquainted" exchanges of information through group encouragement and reinforcement assist in individual exploration and change.
3. Encouragement and positive affirmation of others' successful attempts can help build up one's self-image and help him to understand the areas in which he will most likely succeed.
4. All individuals, within themselves, have the desire to change and to grow.

---

*Some of the following concepts are based upon the Basic Principals About the Nature of Human beings Motivation Advance Program, W. Clement and Jessie V. Stone Foundation, (Chicago, Illinois) 1972.

5. If one can assist an individual in (1) identifying present strengths and strength potentials; (2) further development of these strengths; and (3) restructuring "weaknesses" into strengths, he can enable the person to enhance his own freedom to choose the self he will become.
6. Values are important to the individual in that (1) they are standards by which one behavioral alternative is chosen over another; (2) they are the personal criteria against which the individual weighs the success of his acts; and (3) they are an integral part of the self-concept.
7. An individual can learn success from those he selects as successful.
8. Everyone forms an idea of what "the good life" or "success" is.
9. Each individual has specific goals and long-range objectives that are meaningful to him.
10. Through observation and study of the values, strengths, and conflicts of characters in literature, an individual can identify goals or lack of goals in the leading characters.
11. A person can become sensitive to the thoughts and feelings of others.
12. Each individual has a purpose within the universe. Identifying and pursuing this purpose is a vital part of fulfillment.

13. Conflicts, obstacles, and problems -- "barriers" -- are necessary parts of life; they exist because man has the ability to act in a variety of ways, the ability to change and to grow.

14. Creative life-management, as experienced in literary selections, offers opportunities for empathy and projection.

15. There are ways of expressing one's "shell" self, one's "dream" self, and one's "value" self.

16. Animals and clothes can reveal knowledge about oneself and others.

17. The blind, the lonely, the democratic are three among many who can manage their lives creatively.

18. An individual can learn success from someone else's tragic mistakes.

19. The opportunity to design one's own learning situation provides additional motivation for development and chang[illegible]

20. Group encouragement and reinforcement assist in individual exploration and change.

POSSIBLE RESOURCE PEOPLE

(from the community)
and area

Irv Rhodes	Humanistic Ed	Webster College
Lucille Dye	Counselor	Alternate School
David Littman	Counselor	Alternate School
Dan Sullivan	Counselor	Alternate School
Mr. Zimmermann	Values	Hanley
Frank Zeitz	Motivation	Daniel Boone School
Marty Ehrlich	Para-Professional	Alternate School
Mike Castro	Writers and Poets	University City
Howard Schwartz	"	"
Julius Hemphill (Black Artist Group)	"	"
Nell Cox	Psychologist	Washington University
Alvin Major, Jr.	Music, Singer, Artist-in-residence	Washington University
Chezia Thompson	Poetess, Literary Journal	Senior at Washington University
Dolores Katz	Dance	University City
Alan and Johanna Nichols	Dramatics	Cemrel
George Silfies	Symphony	University City
Senior Citizens	Writers, Musicians, Artists	New house for elderly in University City

PEOPLE IN LITERATURE

I. GENERAL INTRODUCTION

GOALS: The general goals are two-fold:

1. Each person is capable of developing and changing, of designing a future that embraces many interests and goals , and of doing so in a way that is encouraging and supportive of individual differences.
2. A person can learn about himself and others by observing values, feelings and motivations of people in the study of literature.

DEVELOPMENTAL OBJECTIVES:

The developmental objectives are two-fold:

1. Through a unit entitled "Motivation Advance Program" (MAP) the student will foster an understanding of self and others as unique, potentially capable persons.
2. Through a study of people in literature the student will examine the values, feelings and motivations of characters, and in doing so, demonstrate that he is more aware of his own values, feelings, and motivations.

PERFORMANCE ACTIVITIES:

1. The student will be involved in activities which will make him more aware of himself in the following areas: (Map Kit)

   a. Sharing
   b. Successes
   c. Strengths
   d. Values
   e. Creative Life-Management
   f. Reinforcement

2. The student will develop skill in empathy and projection by reading and analyzing characters in literature and movies; also by role playing some situations.
3. The student will participate in activities led by individuals experienced in affective education.
4. The student will keep a journal in which he notes observations of his own feelings and actions.
5. The student can chart significant personal events day by day and note his emotional response to each. The next week (or sooner) he can look back and possibly learn by observing patterns in his feelings.
6. The student will interview resource people from the Community; namely, humanistic psychologists, writers, poets, senior citizens, etc.
7. The student can take candid pictures of people showing different emotions. Or he can make his own film, slide presentation, or collage centering around the six areas covered in MAP.
8. The student will set his own short-range goal and time/task approach toward reaching this goal for a

period of three - four weeks. During this time the student, with the help of a resource person, will put into practice what he has been learning about himself.

9. The student will keep a personal file in which he accumulates tests, activities, drawings, and his journal. (This is to be locked in the classroom.)

OUTCOME MEASURE:

At the beginning and end of the course, the student will take an inventory of his attitudes, interests, values, and potentials. He will also summarize on tape or in writing his impression of himself at the beginning and end of the course. Thirdly he will draw a picture, symbolic or realistic, of himself in a setting of his choice.

Comparison of beginning and end will be made by each student, and in writing or on tape, the student will note this comparison.

NOTE TO TEACHER:

The following unit is set up sequentially; however, it is meant to be handled flexibly. The activities included move from pre-course inventory of attitudes, values, interests, to sharing activities, to experiences in recognizing one's own successes, strengths, values, conflicts, to learning how to manage one's life creatively. Finally, it is designed to give the student a chance to manage his life in the classroom, for a period of three - four weeks. During this time, the student formulates goals, etc. for his productivity. And lastly, a post-course inventory is given to determine whether the student's attitudes, values, and interests have changed.

Within these experiences are activities relating what the student is doing to literary selections and movies he is experiencing. The literary selections and movies indicated are suggestions only. There are many others that could be used. I used those I thought appropriate and available to me.

Also, there are MAP cards not referred to withing the unit plans, but which could very profitably be used anywhere within the course. These are the following:

MAP:

6, Sharing Re-Entry	"Spaceship Fantasy"
9, Sharing Re-Entry	"Animal Fantasy"
3, Successes	"Success Obstacle Definition"
4, Successes	"The Pride Line"
3, Strengths	"Ward Image"
4, Strengths	"Nicknames"
5, Strengths	"Strength Collage"
7, Strengths	"Strengths of the Person I Most Admire"
8, Strengths	"Group Task"
5, Values Re-Entry	"Inheritance Fantasy"

II. PRE-COURSE INVENTORY OF PRESENT ATTITUDES, VALUES, INTERESTS, AND POTENTIALS

EXPERIENCE 1

GOAL: The happy, fulfilled, and motivated individual demonstrates healthy characteristics and attitudes.

DEVELOPMENTAL OBJECTIVE:

Through taking an attitudes, values and interest inventory test, the student will indicate to himself what his present attitude is about himself.

PERFORMANCE ACTIVITIES:

The student will take inventory of his present attitudes about himself by taking the following inventory tests:

1. Value Inventory
2. Hobby Interests Inventory
3. Determining Your Potential Success Test
4. Friedenberg Attitudes Test

OUTCOME MEASURES:

1. The student will draw a picture of himself in a setting of his choice or make a collage depicting words and pictures which portray him.
2. Or the student will summarize his knowledge and feelings about himself in written paragraph or essay form or verbally on tape.
3. Or, the student can bring in to class anything that represents who he is.

III. FURTHER STUDY OF PRESENT ATTITUDES THROUGH FOCUS ON A CHARACTER IN A SHORT STORY

EXPERIENCE 2

GOAL: The happy, fulfilled, and motivated individual demonstrates healthy characteristics and attitudes.

DEVELOPMENTAL OBJECTIVE:

Through completion of a sentence exercise based on "Who Am I?" and specifically, through reading and discussion of the main character in a short story, the student will demonstrate orally and in written form that he is more aware of himself as a unique individual.

PERFORMANCE ACTIVITIES:

1. The student will read the short story, "Thank You, M'am" by Langston Hughes or another story.
2. In groups of around five or six, the students will discuss the story, concentrating on the feelings and attitudes of the main character. (a discussion guide will be available.)

OUTCOME MEASURE:

1. Who Am I? The students will fill out as many as they wish of the following sentence completion form:

   Who Am I?

   a. In general, school __________
   b. Brittany Junior High is _________
   c. Right now this group is __________
   d. My best friend _________
   e. Teenagers often ___________

f. Eight and ninth grade English is ________

g. I don't like people who ___________

h. I am at my best when ___________

i. Right now I feel ___________

j. People I trust __________

k. The best thing that could happen to me would be __________

l. When I don't like something I've done, I _______

m. When I'm proud of myself I __________

n. I'm very happy that _________

o. I wish my parents knew _________

p. Someday I hope __________

q. I would like to _________

2. List below five single words that you can associate with yourself now.

a.______________

b.__________________

c.______________

d.__________________

e.______________

IV. SHARING - "GETTING-ACQUAINTED"

EXPERIENCE 3

GOAL: "Get-acquainted" exchanges of information through group encouragement and reinforcement assist in individual exploration and change. (MAP - P #8)

DEVELOPMENTAL OBJECTIVE:

The student will describe himself verbally as to name, background, position, family, and major interests. (MAP Guide, p. 8)

PERFORMANCE ACTIVITIES: (See MAP, 2, Sharing)

A. "First Names, First Impressions"

1. The students will sit in circles or semi-circles with nine - ten in each circle. Each student will give his name and one or two facts about himself.
2. Students will then turn away from circle and write down as many of the first names as they can remember.
3. After about three minutes, students will turn back toward the group and find out whose names they forgot. Students may ask for additional information to attach to names easily forgotten.
4. Students discuss names, feelings attached to them, and difficulties they experienced in remembering them.

B. Alternate group discussions. Some sample topics: MAP, 2, Sharing.

1. If, for some reason, ____________ (the principal) came in the door and said that at the end of this period school would be dismissed and that there would be no school tomorrow, how would you spend this unexpected free time? (MAP, 1, Sharing - "Sharing")
2. Who within your family has been the most influential in helping you with your decisions and attitudes toward life? (MAP, 1, Sharing)
3. Share with us one area in which you feel confident enough to teach another person (hobby, skill, etc.) and also, what would you really like to learn if someone here had the skill to share with you? (For example, I could teach someone to write a poem, I'd like to learn to play the guitar.) (MAP, 1, Sharing)

C. A resource person will conduct sharing activities with the group.

OUTCOME MEASURES:

1. Student will enter in his journal, the feeling he experienced during class today. Did he feel embarrased? successful? shy? happy? anything else?
2. Or, the student will express orally to the group how he felt about the activities of the class.

3. Or, the student can write a short telegram message to his best friend indicating on it anything discussed in the class activities.

IV. SHARING - BUILDING A SELF-CONCEPT

Sharing - "Re-entry questions"

EXPERIENCE 3b

GOAL: Questions can be designed to require answers that will build the self-concept of the individual answering them and also encourage group rapport.

DEVELOPMENTAL OBJECTIVE:

After discussing a series of questions in a group, the student will write down in his journal his feelings about himself.

PERFORMANCE ACTIVITIES: (MAP, 5, Sharing re-Entry)

1. Students will sit in circles of eight - ten.
2. Suggeested questions are the following:
   - a. What is the most positive thing that has happened to you in the past week?
   - b. What is the most beautiful experience you have had in the past week?
   - c. What is the nicest thing anyone ever did for you?
   - d. What is the nicest thing you have ever done for another person?
   - e. What did you enjoy doing most in the past week?
   - f. What would you say was the greatest learning experience of your life?
   - g. What is the most important thing you learned this past week?
   - h. If you could be any person in the world, who would you be?

i. If you could live anywhere in the world, where would it be? Why?

j. "As a student/son/daughter I feel the best when..."

OUTCOME MEASURES:

1. The student will write about how he feels about himself in his journal.
2. The student can make a collage or slide presentation exemplifying the preceding questions.
3. Or, he might make a scrapbook about himself.

V. SUCCESS - INVENTORY

EXPERIENCE 4

GOAL: Encouragement and positive affirmation of others' successful attempts can help build up one's self-image and help him to understand the areas in which he will most likely succeed.

DEVELOPMENTAL OBJECTIVE: The student will identify in writing his definition of success and note experiences he considers to be successful and give his own reasons as to why these experiences represent success to him.

PERFORMANCE ACTIVITIES: (MAP, 2, "Successes," Success Acknowledgment - Short Form")

1. The leader will distribute Worksheet #2 -- "Success Acknowledgement."
2. The leader will give the following instructions:
   A. List "key" words describing successful experiences in the left-hand column headed ACHIEVEMENTS. Each chapter could be divisions such as kindergarten, elementary, junior high school; or they might be Family, Social, Educational, etc.
   B. In the "INPUT" section, "X" what you did in each of the achievement entries. What did you have to decide or "put into" the situation that made it successful? Which "ingredients" did you have control over?
   C. After you have completed the "INPUT" section, repeat the process for "OUTPUT." What were

the rewards of your "input"?

D. Go back to the "input" section. Wherever there is more than one "X" for an achievement entry, circle the one that is most important to you.

E. Repeat "D" for the "Output" section.

F. Count the number of "X's" in each vertical column and enter in the total column.

OUTCOME MEASURE:

1. Using the findings of the total column, the student will construct his definition of success and enter this definition in upper left-hand section, e.g., "I feel successful when I can use a skill and know-how to help others do something that is important to them, and in the process receive respect and rewards from those I've helped."
2. Share findings in groups (See MAP, 2, Successes).
3. The student will write about the last thing he did that he felt was successful and why.
4. List five activities that made you feel successful during the past week.
5. Write a brief poem on how you feel when you feel successful.
6. Make a collage which expresses success.
7. Make a mobile or slide-music show which expresses how you feel when you're successful.

EXPERIENCE 5

GOAL: All individuals, within themselves, have the desire to change and to grow. (MAP, P# 3)

DEVELOPMENTAL OBJECTIVE: Through reading and discussion of an autobiographical excerpt, the student will develop skill in empathy and also analyze the "input" and "output" of the main character's success.

PERFORMANCE ACTIVITIES:

1. Students will read "Discovery of a Father" by Sherwood Anderson (MAN, 3, EXPOSITORY MODE), or another autobiographical excerpt.
2. Students in small groups of five, will discuss the selection.

OUTCOME MEASURES:

1. In a paragraph or essay, the student will write what he has learned about judging others.
2. The student will refer to Worksheet #2, "Success Acknowledgment Chart" and write down what he thinks is the father's "input" and "output" in communication with his son. Then the student will write down what he thinks are the "input" and "output" of the son in seeing his father.
3. The student will in writing agree or disagree with the statement: "All individuals, within themselves, have the desire to change and to grow" as it affects him personally.

VI. STRENGTHS

EXPERIENCE 6

GOAL: If one can assist an individual in: (1) identifying present strengths and strength potentials; (2) further development of these strengths; and (3) restructuring "weaknesses" into strengths, he can enable the person to enhance his own freedom to choose the self he will become. (See MAP, Concept Capsule #4 - "Strengths")

DEVELOPMENTAL OBJECTIVE: The student with the help of other students, will identify the strengths he feels are his most important functional strengths and will set a goal for the coming week using this strength constructively.

PERFORMANCE ACTIVITIES: (MAP, 1, Strengths -- "My Strengths Bullseye")

1. Students will brainstorm on the concept of "strength" and develop a list of strength terms.
2. Students will divide into groups of eight - ten participants and sit in a circle.
3. Students will be given Worksheet #5 "My Strengths" and stickers.
4. Each participant writes two perceivable strengths for each member of the group on the labels provided. The most dominant strength is labeled number one.
5. Each participant writes his name on his worksheet and in turn passes his chart around the circle. As

fellow participants receive the chart, they tell the "owner" the strengths written and why, and then paste the label in the outside circle of the worksheet #5

6. Ths process continues for each member of the group.

OUTCOME MEASURE: (See MAP, 1 Strengths or MAP, 2, Strengths - for more specific details.)

1. When all charts are completed and back to their "owners," the participating students will list in the center circle (bullseye) the five strengths from those identified by fellow participants that he feels are his most important functional strengths.
2. Or, the participating student looks over the labels in the outside circle and selects those strengths that others perceived him as having and of which he was not aware. He selects one of these to use, stating a goal that will strengthen this trait even further.
3. Or students may, one at a time, ask of other group members: "What do you see as holding me back from making full use of my strengths?" Fellow students suggest. Each individual records what is said for future goal planning.
4. Student will fill in Worksheet #6, "Goal Setting Related to Strengths." (See Worksheet #6, MAP)
5. Student may refer back to Worksheet #2 "Success

Acknowledgment Chart" and circle all indications of where the strengths perceived by fellow participants were used in attaining the successes listed.

VII. VALUES

EXPERIENCE 7

GOAL: Values are important to the individual in that (1) they are standards by which one behaviorial alternative is chosen over another; (2) they are the personal criteria against which the individual weighs the success of his act; and (3) they are an integral part of the self-concept.

DEVELOPMENTAL OBJECTIVE: The student, through activities involving an understanding of values, will appraise his own values and relate them to his strengths. Then he will set a goal in which he relates his own strengths and values.

PERFORMANCE ACTIVITIES: (MAP, 1, Values "Stories to Illustrate the Differences in People's Values.")

1. The students will sit in a circle. Each will receive a 3 x 5 card.
2. Leader introduces values background information. (see guide, MAP)
3. Leader explains he is going to read a short story to the group. Students are to listen to the story and then follow the directions given.
4. Read story (MAP, 1 Values, III.)
5. Leader asks students to mark -- on the 3 x 5 cards -- numbers 1 - 4 across the top and list the four characters in the story as to how the student sees them in relationship to the responsibility for the

death of the thirteen-year old daughter. Students are not to place their names on the cards, but are asked to pass them to the leader when ranking is completed.

6. On the blackboard a "tally sheet" is drawn and responses are recorded: (See 1, Values, V)
7. Students share why they ranked characters as they did.
8. Questions for discussion:
    a. Do value rankings differ among all of us?
    b. Do we evaluate situations from our own frame of reference?
    c. Are values often a matter of personal preference and opinion?
    d. Do some values change as we experience new information and situations?
9. See Alternate Stores, (1, Values and 1, cont.)

OUTCOME MEASURE: (See 2, Values, "What Do I Value in Life?")

1. Student will, individually, appraise his own values by filling in Worksheet #7, "What Do I Value in Life?"
2. Leader reassembles group and discusses according to needs and interests of participants:
    a. Would anyone care to share their top five and bottom five?
    b. How do we react to others whose top five are among our bottom five?
    c. Would participants care to attempt to predict

ranking of other members in group?

d. Were there major definition changes necessary?

3. Students are asked to refer to worksheet #2 used in studying "Success" and do the following:

   a. Circle all words used to explain the "whys" of the successes listed that indicate values operating.

   b. From your list of top five values, select one value that has the least direct identification on your original Success Sheet.

   c. "Goal Setting Related to Strengths and Values," See Worksheet #10 (see enclosure).

VIII. RELATING SUCCESS, STRENGTHS, VALUES: LITERATURE

EXPERIENCE 8

GOAL: An individual can learn success from those he selects as successful. (MAP, P, #13)

DEVELOPMENTAL OBJECTIVE: The student, after reading an excerpt from Claude Brown's autobiography, Manchild in the Promised Land, will demonstrate orally and in writing that one's strengths and values are formed by one's choices in everyday circumstances.

PERFORMANCE ACTIVITIES:

1. The student will read, or listen to on tape, an excerpt from Manchild in the Promised Land (MAN, 3, Man in the Expository Mode, pp. 75 - 81)
2. Students will form small groups and discuss the story. (See guide sheet.)

OUTCOME MEASURES:

1. After students have read and discussed the exerpt, they will refer to Worksheet #7 of the previous lesson, "What Do I Value in Life," and list the items they think were the strengths and values of Claude Brown.
2. The student will then write a paragraph or an essay in which he shows that Claude Brown's strengths and values were formed by his own reactions to everyday circumstances.
3. The student will note whether or not he has anything in common with Claude Brown.

4. The student can make a picture-word collage which depicts Claude Brown's strengths and values; or, he can make a picture-word collage which portrays his own strengths and values.

5. The student can make an "admiration ladder" on which he ranks the person he most admires to the person he admires least. (See "admiration ladder" worksheet.)

VIII. RELATING SUCCESS, STRENGTHS, VALUES: MOVIES

EXPERIENCE 9

("The good life is..." or "Success is...movies)

GOAL: Everyone forms an idea of what "the good life" or "success" is.

DEVELOPMENTAL OBJECTIVE: After exploring the different ideas and dreams of what "the good life" or "success" is, the student will, after seeing a movie, try to formulate his own idea of what "the good life" or "success" is for him.

PERFORMANCE ACTIVITIES:

1. The teacher can brainstrorm with the students: (before or after the movie).
   a. "Everyone has his own dream and idea about what the "good life" or "success" is. I'd like you to express what your notion of the good life is by using the following statement: "The good life is..." (or Success)
   I'll start "The good life is going camping."
   b. Students express their own ideas.
2. The teacher will show a movie dealing with the theme of "Success," "the good life" or "happiness." Some suggested ones are the following:
   a. "Junkdump" ("The good life is...)
   b. "The Top" ("Success is...)
   c. "The Wall" ("Difficulties mean I...)
   d. "Alf, Bill, and Fred" ("Happiness is...)

3. After the movie (or movies) discuss them. Some suggestions for "The Top" and "The Wall": The teacher will write a different question on a number of 3 x 5 cards.

   Perhaps, the following would be helpful:

   THE TOP: (8 min.) ("Success is...)

   a. What is "The Top" all about?
   b. What are some of the human "types" represented in this cartoon? How would you describe them?
   c. What conclusions can you draw from the way in which people react to "the top"? Or, what is it, do you think, that the movie is trying to say?

   THE WALL: (4 mins.) ("Difficulties mean I...")

   a. What is the film all about?
   b. What does the wall stand for?
   c. Give some examples of two kinds of men in daily life?
   d. Would you consider the film a parable? Why or why not?

4. Student leaders will be designated with a number and leader; for example, leader 1, leader 2, etc. the rest of the students will be given numbers only, 1, 2, etc. Groups are formed according to numbers.
5. After each group has discussed the particular question for 3 - 5 minutes, come together in larger

groups while each leader reports what the group discussed.

OUTCOME MEASURES:

1. The student can draw a cartoon which brings out his own ideas of success as contrasted with the "standard" social notions of success.
2. The student can write a parable in which he teaches a modern moral about success, happiness, etc. He can later relate it orally to the rest of the class.
3. Through use of a pictorial collage and a contrasting poem or essay, the student can present opposite views of success as furthered by advertising, and his own views of success (or happiness).

SONGS - TV

CONCEPT: Songs and TV programs often reflect values, interests, successes, strengths, and life of a culture.

DEVELOPMENTAL OBJECTIVE: After listening to records and watching TV programs, the student will compose his own lyric poem or song or make up a play in which he/she "involves" his/her own values, interests, successes, or strengths.

PERFORMANCE ACTIVITIES: (suggested/others)

1. Listen to some of the following records in class:
    a. Ain't No Sunshine Michael Jackson
    b. If Lovin' You Is Wrong Luther Ingram
    c. People Make the World Go Round
    d. Starting All Over Again
    e. Trade Winds Roberta Flack

f. Love Child Diana Ross and the Supremes

g. Papa Was A Rollin' Stone

h. Friendship Train Undisputed Truth

2. Watch TV programs: (suggested/others)

Movie of the Week
Daktari
Bewitched
Black Circle Hour
Soul Train
Soul Brother
Big Valley
Sanford and Son
All in the Family

Sports
Medical Center
Marcus Welby
Mod Squad
Walt Disney
Mannix
Mission Impossible
Room 222
Love - American Style

3. After watching a TV program, the student can fill out the following questionnaire:

Date______________ Your Name______________________

1. Name of T.V. Show______________________________

2. What strengths, values, goals, American culture, etc., were demonstrated in the show? How? ____
____

3. What type of show was it? (love story, animal story, sports, etc.)__________________________

4. What did you like best about it?______________

5. What did you learn from it?__________________

4. Write a poem, short story, song, or play. Let your writing be based on your values, interests, successes, strengths, or life of a culture.

OUTCOME MEASURE:

Each student presents his or her play, poem, short story or song to class. In it she/he has included one of the following: interests, values, strengths, successes, or the life of a culture.

IX. TOWARD PERSONAL GOAL SETTING

EXPERIENCE 10

GOAL: Each individual has specific goals and long-range objectives that are meaningful to him. (MAP, P, #2)

DEVELOPMENTAL OBJECTIVE: Through a game called "Values Auction" and through a discussion on the nature of human beings, the student will become more aware of those things he values, and will come to the point where he can state personal goals which exemplify the basic principles about the nature of human beings.

A. PERFORMANCE ACTIVITIES:

1. "Values Auction" (See MAP, 3, Values - "Values Auction) (Also, Worksheet #8)
2. After the auction, ask students to rank items budgeted in order of amount budgeted for them. A large circled number could be placed in the box (Worksheet #8) beside the budgeted amount indicating rank.
3. Repeat the same ranking for the amount bid.
4. Refer to Worksheet #7. Ask student to check the values listed at the bottom of Worksheet 7 to see how they compare.
5. Note: Perhaps a group may wish to completely rework items (on Worksheet #8) as a group task; for example "chance to do my own thing" for them #8.

B. NEW ACTIVITIES TOWARD GOAL SETTING:

6. Discuss Basic Principles About the Nature of Human Beings covered thus far: Principles 1, 2, 3, 8, 9,

12, and 13. (See Concept Capsule 1).

7. The group has tried to write some goals (see Worksheets #6 and 10). At this time, more time will be spent on "guidelines for goal setting: (See MAP, Concept Capsule 7, "Guidelines for goal setting) for information for teacher.
8. "Guidelines for Goal Setting" for student involvement, (see MAP, 2, Reinforcement Goal Setting -- "Guidelines for Goal-Establishment").
9. Take a look at goals set for Worksheets #6 and 10. Let students report on them, using the guidelines just explained, as to why those goals were or were not accomplished.
10. Refer to Group Goal Chart (MAP, 1, Reinforcement "Group Goal Chart")

OUTCOME MEASURES:

1. Each group makes its own Group Chart with members' names on chart (See MAP, 1, Reinforcement, "Group Goal Chart").
2. Each person writes in his own goal for each of the described goals.
3. Each Monday (or each week) students report whether or not they achieved their goals. (See MAP, 4 and 5, Reinforcement Goal Setting -- "Token Reinforcement")

   If a participant has been successful, he is awarded three success points, plus one additional point for each of his values reflected in the goal. (See MAP, 5, Reinforcement for examples.)

4. At the end of the mini-course, the individual with the highest number of points receives a small prize reflecting his highest value, e.g., a book of prints, for aesthetic; a box of candy to share, for humanitarian, etc.

X. REINFORCEMENT AND THE EXPERIENCE OF CONFLICTS

EXPERIENCE 11

LITERATURE -- MOVIE

GOAL: Through observation and study of the values, strengths and conflicts of characters in literature, an individual can identify goals or lack of goals in the leading characters.

DEVELOPMENTAL OBJECTIVE: After experiencing literary and film selections, the student will, after discussing the main characters' strengths, values, and conflicts, chart these and project a goal he feels the main character could set for himself.

PERFORMANCE ACTIVITIES:

1. Read or listen to "The Stone Boy" by Gina Berriault (MAN, 3, Fictional Mode) and "Nigger" by Dick Gregory (MAN, 3, Expository Move).
2. Discuss each selection in small groups. (See discussion guide sheets.)
3. Teacher could on 3 x 5 cards write a different question which focuses on strengths, values, conflicts of the main characters; for example,
    a. Does the "Stone Boy" have values? What are they? (Also, "Nigger")
    b. What strengths does Dick Gregory show?
    c. What conflicts do each experience? etc.

    The groups reconvene and the leader of each reports briefly to the group.

4. If money is available, the following films would be appropriate: "It", "War Games", "Joshua", etc.
5. The teacher (or a student) charts on the chalkboard, the strengths, values, conflicts, of each main character.

OUTCOME MEASURES:

1. Each student will, after noting the strengths, values and conflicts of each main character, project and set in writing what he thinks could be a goal for each to attain.
2. The student can also think about a time in his own experience when he experienced silence or hurt feelings because of what someone said or did. He can try to re-capture these feelings in a short, vivid, or concrete poem, which somewhere expresses his attitude toward the future.
3. In his journal, the student may write down the last conflict he experienced, what his strengths and values are, and then set a goal for himself.

XI. REINFORCEMENT AND REFLECTIVE LISTENING

EXPERIENCE 12

GOAL: A person can become sensitive to the thoughts and feelings of others.

DEVELOPMENTAL OBJECTIVE: The student will demonstrate that he can both reflect back to another what the other has said, and also observe the accuracy or inaccuracy of someone else's reflection.

PERFORMANCE ACTIVITIES: (MAP, 7, Reinforcement)
("Idea Discussion")

1. The leader, ahead of time, places motivational posters about the room.
2. Or the leader prepares "inspirational" quotations on 3 x 5 cards. Participants select one that he feels is meaningful to him. (See note 4 included below.)
3. In groups of three the students share with each other the thought or idea the quotation has for him. This can be done in the following manner: (Leader's Guide, MAP, pp. 14 - 15, "Reflective Listening"):
    a. Triads are formed; students are designated as person "A", person "B", person "C".
    b. There are three or the optional four rounds, as follows:

Round	Sender	Reflector	Observer
1	A	B	C
2	B	C	A
3	C	A	B
4	Volunteer	Volunteer	Volunteer

c. Round 1: A tells B what he finds meaningful in the quotation he chose. B attempts to reflect back to A what B thought A was saying. C is an observer. As soon as A has been understood C shares with A and B what he saw happening. This could include accuracy or inaccuracy of the statement.

d. Following Round 1, the leader draws attention to three important concepts that relate to interpersonal understanding:

(1) projection
(2) owning one's feelings
(3) sending "I" messages (See MAP, Guide, pp. 15 -16)

e. See (MAP, Guide, pp. 15 - 16 for rest of procedure.)

4. Some suggested statements are the following:

a. "Education is living, not preparation for life."
b. "To grow you must let go."
c. "Every person has the power to establish his own self worth."
d. "Let someone discover you."
e. "Today is the first day of the rest of your life."
f. "Not to decide, is to decide."

5. If money is available, perhaps the movie, "I Am Also a You" could be shown.

OUTCOME MEASURE:

The student will write in his journal how he felt as persons A, B, and C. He will also indicate which one he enjoyed being most and why, and also, which one he liked being least, and why?

XII. CREATIVE LIFE-MANAGEMENT

EXPERIENCE 13

("time diary") (optional)

A. **GOAL**: Each individual has a purpose within the universe. Identifying and pursuing this purpose is a vital part of fulfillment. (MAP, P, #6)

DEVELOPMENTAL OBJECTIVE: The student, after keeping a "time diary" for a week, will summarize in writing what he has learned about the use of his time. He will then set action goals to direct his behavior to coincide with his values.

PERFORMANCE ACTIVITIES, (See MAP, 4, Values "Time Diary")

1. Distribute Worksheet #9 to each participant.
2. Explain the sheet (see MAP, 4, Values "Time Diary")
3. Students are to keep a time diary for a week and should attempt to assign a value to an activity engaged in. (MAP, 4, Values)
4. Time Diaries are analyzed after a week.

OUTCOME MEASURE:

The student will summarize in writing what he has learned about himself. His summary may include the following:

1. How he feels about how he spent his time.
2. What percentage of the time spent was gratifying.
3. What percentage was not valued highly.

The student may then set in writing an action goal to direct his behavior.

XII. CREATIVE LIFE-MANAGEMENT

EXPERIENCE 14

B. GOAL: Conflicts, obstacles, and problems -- "barriers" -- are necessary parts of life; man has the ability to act in a variety of ways and "the desire to change and to grow." (MAP, P, #3)

DEVELOPMENTAL OBJECTIVE: Through an experience in "statistical hypnosis," a discussion of barriers to goal achievement, and an activity in choosing a response to given situations, the student will demonstrate that he is able to describe how he would manage a specific personal barrier.

PERFORMANCE ACTIVITIES: (See MAP, 1, Creative Life-Management)

1. "Nine-Dot Puzzle" (MAP, 1, Creative-Life Management) (an experience in "statistical hypnosis)
2. "Response Pattern Identification Inventory" (See MAP, 4, Creative Life-Management)
3. Discussion of the meaning of Creative Life-Management. (MAP, 6, Concept Capsule)
   a. conflict b. problem c. obstacle
4. "Creative Life-Mangement Guide" (MAP, 3, Creative Life-Management); Worksheet #12.
   a. Leader distributes Worksheet #12 and asks students to identify a personal circumstance that they want to manage.
   b. Leader leads students, step by step, through

the use of the form (Worksheet #12) (enclosed).

c. Small groups of three are formed to share background information on the circumstance to be managed. All three enter into the discussion on possible alternative.

OUTCOME MEASURES:

1. Each student will list three possible alternatives for managing of his personal circumstance. Then he will list three possible outcomes for each, and three strengths he thinks he possesses to achieve the best outcome for the alternatives selected. Then he will determine which of the three alternatives he wants to use. And, lastly, ACT on that choice.
2. Role play some conflict situations from real life.
3. Create a ½ and ½ contrast collage depicting conflicts, obstacles and problems you perceive in your own life on one-half section, and your possible outcomes for managing your problems on the other half.

XII. CREATIVE LIFE-MANAGEMENT

EXPERIENCE 15

(Creative Life-Management and Literature)

C. GOAL: Creative life-management, as experienced in literary selections, offers opportunities for empathy and projection.

DEVELOPMENTAL OBJECTIVE: The student will read literary selections, discuss them in terms of creative life-management, and then demonstrate, verbally or in writing, his own reactions to the alternatives chosen by characters in the selections read.

PERFORMANCE ACTIVITIES:

1. Read "Broker's Special" (or another short story). (MAN, 3, Fictional Mode)
2. Discuss the story (See suggested guide).
3. Read "The Invaders" (or another short story. (MAN, 3, Fictional Mode)
4. Discuss the story (suggested guides).

OUTCOME MEASURES:

1. Write a story representing the domestic life of Janet and Gib several years after the action of the story. Your composition might be in the form of a dialogue, or the story might take place from the point of view of one of the characters.
2. Or, you might simply write a straight-forward account of what happened after the incident.

XIII. EXPERIENCING ME AND OTHERS

EXPERIENCE 16

A. GOAL: There are ways of expressing one's "shell" self, one's "dream"self, and one's "value" self.

DEVELOPMENTAL OBJECTIVE: While reading poems and fables, the students will experience their "shell" self, their "dream" self, and their "value" self through doing, drawing, or writing the experience.

PERFORMANCE ACTIVITIES:

1. Students in small groups, or in a large group, will read the poem, "Shell Song" by Lenore Marshall (MAN, 3, Poetic Mode).
2. They will experience being in a shell (see guide).
3. They will write a poem or poetic prose describing the experience.
4. Students will read "Dreampoem" by Roger Mc Gaugh (MAN, 3, Poetic Mode).
5. Students will discuss poem.
6. The student can draw a tree growing in his bedroom. In his drawing he can include what he'd want in his bedroom and in his tree.
7. Students will read three short fables written by teenagers from the ghetto. (MAN, 3, Expository Mode).
8. Students will discuss the fables.

9. The student will write a fable of his own, either about animals or based upon his own experiences. The fable, in its moral, can reveal a value the student believes in.

OUTCOME MEASURES:

1. The student will exhibit somewhere in the classroom at least one of the three activities described above.
2. The student can do the following word game:

When I was a child I was ________________

But I wished I ________________________

When I was in the sixth grade I was ______

But I wished I ________________________

Now I am ______________________________

My justification ______________________

XIII. EXPERIENCING ME AND OTHERS

EXPERIENCE 17

(What do animals and clothes tell me about my self and others?)

B. GOAL: Animals and clothes can reveal knowledge about oneself and others.

DEVELOPMENTAL OBJECTIVE: After reading specific literary selections and spending time observing an animal of his choice, and a person of his choice, the student discusses verbally or in writing, what he has learned about his project.

PERFORMANCE ACTIVITIES:

1. The students will read the following literary selections: (or listen to them on tape)
   a. "Man Meets Dog" (MAN, 3, Expository Mode)
   b. "Disguises" (MAN, 3, Poetic Mode)
   c. "Clothes Make the Man" (MAN, 3, Expository Mode)
2. After each selection, small groups can discuss the article or poem (suggested guide questions).
3. For contrast, perhaps an old movie in which characters wear "old" clothes could be shown.

OUTCOME MEASURES:

1. The student can observe an animal or a particular person's clothing, and in a writing mode of his choice, he will present what he has learned.

2. The student can construct a larger-than-life character of his own and set him in motion on some adventure or exploit. Afterwards, he can read his story to the group.

XIV. CREATIVE LIFE-MANAGEMENT: THE BLIND, THE LONELY, THE DEMOCRATIC

EXPERIENCE 18

GOAL: The blind, the lonely, the democratic are three among many who can manage their lives creatively.

DEVELOPMENTAL OBJECTIVE: After experiencing literary and visual selections dealing with potential barriers to creative life-management, the student will demonstrate verbally and/or in writing that some barriers can be managed creatively, if time, thought, and effort are applied.

PERFORMANCE ACTIVITIES:

1. The student will read and discuss the following literary selections:
    a. "To the Sun" (MAN, 3, Poetic Mode)
    b. "The Lovely Man" (MAN, 3, Poetic Mode)
    c. "The Prize of Peril" (MAN, 3, Fictional Mode)
2. The student will see and discuss one of the following movies: "Joshua", "Kevin" (blind boy), "JT"
3. Read the play, "Thunder on Sycamore Street," Reginald Rose.

OUTCOME MEASURE:

1. The students can play the "maze" game with each other.
2. Each student will then relate verbally or in writing, what his feelings were while participating in the game.

XV. CREATIVE LIFE-MANAGEMENT: LACK OF COMMUNICATION

EXPERIENCE 19

(Movie: People Next Door)

A. GOAL: An individual can learn success from someone else's tragic mistakes.

DEVELOPMENTAL OBJECTIVE: After experiencing the movie, "The People Next Door," the student will in writing demonstrate how the tragic consequences of misunderstanding, lack of communication, and distrust could have been different had the approach to solving the barriers been different.

PERFORMANCE ACTIVITIES:

The students will experience the movie, "The People Next Door" (or another of similar theme).

OUTCOME MEASURE:

1. After the movie, students will in writing indicate how they feel about the movie. They will also indicate in writing, or discussion and writing, how the tragic consequences of misunderstanding, lack of communication and distrust could have been different had the approach to solving the barriers been different.
2. Or the student may write down characters he didn't like and why. How could they have been more successful.
3. If the student cares to do #2 in drawing or cartoons, he could do it that way.

XV: CREATIVE LIFE-MANAGEMENT: RESOURCE PEOPLE

EXPERIENCE 20

B. GOAL: Students can learn about motivation and human development from people themselves.

DEVELOPMENTAL OBJECTIVE: After a week during which students interview and inter-act with resource people of the community, they will demonstrate in writing what they have learned about people who have chosen careers and also indicate in writing whether they feel strongly about any particular career talked about.

PERFORMANCE ACTIVITIES:

1. Students and teacher will review techniques used in interviewing someone.
2. The following resource people will be contacted:
    - a. Writers, poets
    - b. Musicians - composers of lyrics; symphony musicians
    - c. Dramatists, dancers
    - d. Senior citizens

OUTCOME MEASURES:

1. The student will write in his journal about how he feels about what was said and done during the previous sessions with resource people.
2. He will indicate whether or not he feels drawn to any of the careers described.

XVI. SHORT RANGE GOAL SETTING: (weeks 9 - 10 - 11½)

EXPERIENCE 21

GOAL: The opportunity to design one's own learning situation provides additional motivation to develop, (MAP, P, #7) and change.

DEVELOPMENTAL OBJECTIVES: The developmental objectives are three-fold:

1. To give the student opportunities to put into practice what he has learned about being a self-motivated human being.
2. To open the world of interests to the student's individual imagination and creativity.
3. To give the student a chance to reach successfully a goal or project he has set for himself.

PERFORMANCE ACTIVITIES:

1. The student will view the movie: "The Magic Machine" which emphasizes a young man's pursuit of his own talents.
2. Teacher explains the situation for the next 3½ weeks - "open to your imagination", "pursue something of interest to you", "methods you'll use to become informed about it", etc.
3. Distribute Worksheet #14 (see enclosure).
4. With the help of teacher aids, counselors, community resources, students set their short-range goal, etc. (Worksheet #14).

5. Teacher and Resource People aid students in finding materials:

   - Paperbacks
   - Movies
   - Records
   - Black Lit Series:
     - *The Journey*
     - *The Scene*
     - *The Search*
   - Yellow Pages
   - Parents
   - Other Teachers
   - Senior Citizens
   - Speakers, Marty, etc.
   - etc.

6. Students will sign up date for oral or class presentation - type projects.

OUTCOME MEASURES:

1. The student will present to the class orally or in writing the project he set as his goal for the three week period.
2. On the #14 Worksheet, he will indicate beside each number listed how he feels about the corresponding statement on the sheet; that is, "I succeeded", "I lagged here because ...", etc.

XVII. SHARING EACH OTHER: (summary experiences for last couple of class periods)

EXPERIENCE 22

(END)

GOAL: Group encouragement and reinforcement assist in individual exploration and change. (MAP, P, #8)

DEVELOPMENT OBJECTIVE: Through a number of group-sharing activities, individual students will try to project his life five years from now.

PERFORMANCE ACTIVITIES:

1. "Fantasy Telegram" (MAP, 8 Sharing Re-entry)
2. Worksheet #17 (see enclosed)
3. "I See You" (MAP, 10, Sharing Re-Entry)
4. Distribute Worksheet #16 "Five Years From Now"
5. Participants meet in diads or triads, assisting each other. (See worksheets included)

OUTCOME MEASURE:

1. Each student fills in Worksheet #16 individually.
2. Each student shares with the total group his goal that will begin his movement toward his five-year goal.
3. Each student will place his name in a box.
4. Each student pulls a name other than his own, and writes that student a "success prescription" (See Worksheet #4) if he is to accomplish his goal and gives it to the student.

5. Worksheet #18 "A Motivated Person" may be used as a summary statement of what the students are. (See enclosure)

XVIII. EXPERIENCE 23

(POST-TEST)

GOAL: The happy, fulfilled, and motivated person demonstrates healthy characteristics and attitudes.

DEVELOPMENTAL OBJECTIVE: The student will take the values and interest inventory test given at the beginning of the course and then compare results to see if there has been any change in his attitudes.

PERFORMANCE ACTIVITIES: The student will take the same tests he took at the beginning of the course:

1. Value Inventory (ACTIVITIES, WORLD OF WORK), p. 87)
2. Hobby Interests Inventory (ACTIVITIES, p. 96)
3. Determining Your Potential Success (ACTIVITIES, pp.141-142)
4. Friedenberg Attitudes Test
5. The student will draw a picture of himself in a setting of his choice, or make a collage depicting words and pictures which portray him now.

OUTCOME MEASURE: The student will compare results of the test and take note of any change. He will do the same with his picture or collage. Then he will write a summary paragraph including the following:

1. Changes of attitudes noted in test results.
2. Changes noted in his drawing or collage.
3. Value of the course for him: What did he like and dislike about it. Did he benefit from it? How could it be improved? Could it be taught differently? If so, how?

BIBLIOGRAPHY

Achievement Motivation Development Project, (AMDP) Cambridge, Mass., produced by: Education Ventures, Inc., Middletown, Conn., 1969.

Brown, George I. Human Teaching for Human Learning, An Esalen Book. The Viking Press, Inc., New York, N.Y.

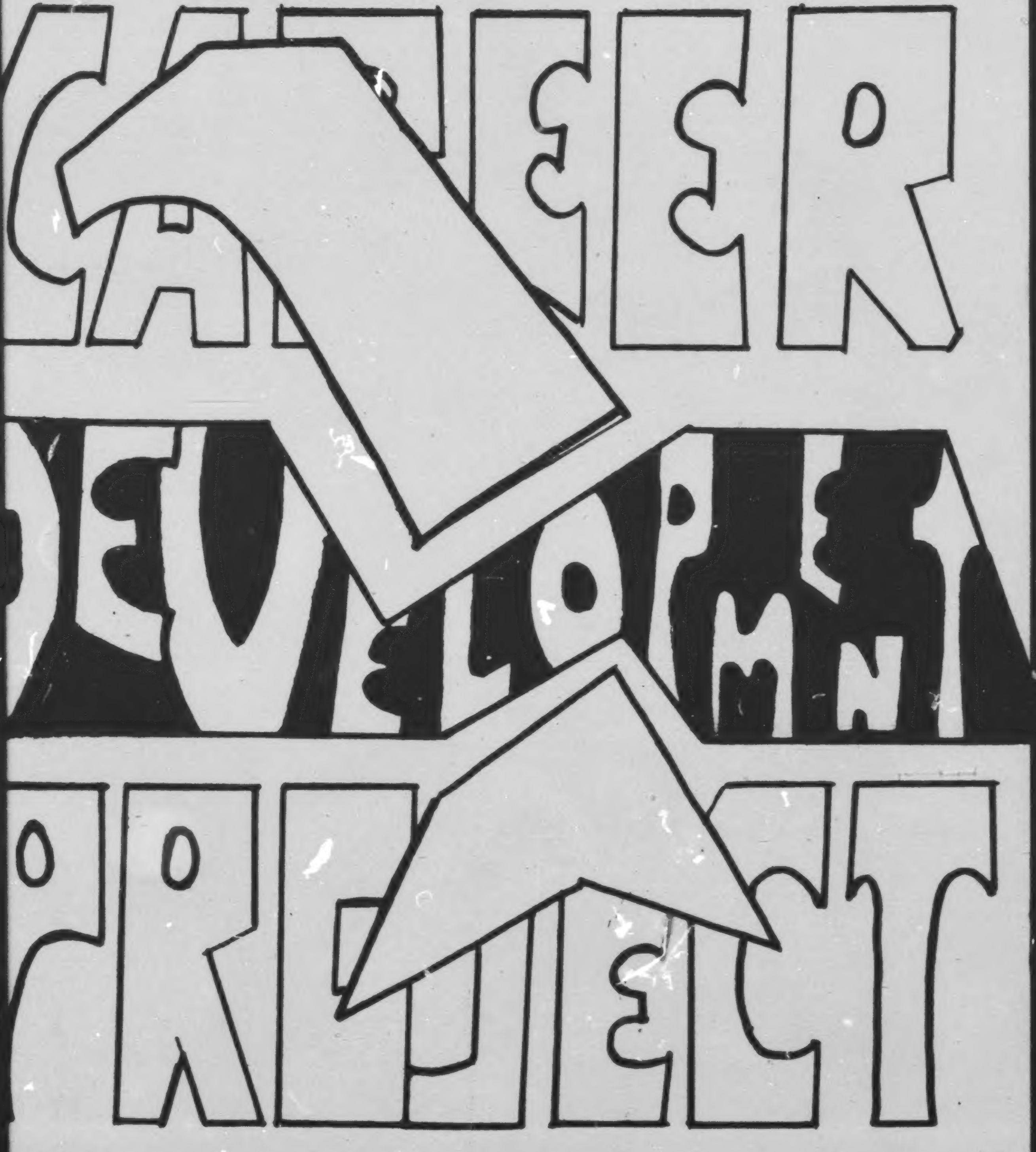
Haupt, Hannah B. (ed.), Man Series 3. McDougal, Littell and Co., Evanston, Ill., 1970.

Kimbrell, G. and Vinegard, B. Activities for Succeeding in the World of Work. (1st ed.) McKnight and McKnight, Publishing Co., 1972.

Peterson, Audrey J. (developer). Motivation Advance Program. Combined Motivation Education Systems, Inc., 6300 River Road, Rosemont, Ill., 1971. (MAP)

Mass Communication

CAREER DEVELOPMENT PROJECT



City. Mo. School District

C. Edwards

MASS COMMUNICATION

Revised June, 1972 to
include career opportunities
in mass media

Susan Suggs
Hanley Junior High School

Mass Communication

"Mass Communication" is an existing ten-week course to which has been added a career education component. The existing course and career component are presented separately below, along with guidelines and procedures for integrating the two.

Career Education Component

Self-Knowledge Domain

Goal: For students to explore their interests in the medium studied.

Performance Objective: Each student will be able to list topics and activities related to each medium, which interest him.

Activities: After the study of each medium the student will list the available careers in it and will show how his interests are related to the listed careers.

Outcome Measure: Students will submit a written report of at least 5 career opportunities in a given medium and will explain how his current interests directly relate to the career.

Career Preparation Knowledge and Skills Domain

Goal: For students to gain knowledge about career opportunities in each medium studied.

Performance Objective: Each student will be able to list 5 careers available in each medium studied and will be able to locate information about a career. The following is a partial listing of careers in each medium. (See following pages)

Activities:

A. Presentation of films, video tapes, and film strips about careers in media studied.

B. Guest speakers, including persons employed in the occupation, guidance counselors, and others, who will present information about careers in the media studied.

C. Field trips to review careers in action, such as to a newspaper, radio or tv station, galleries, museums.

D. Compilation of a bibliography of career-oriented materials.

Outcome Measures: Students will submit a written report in which they list 5 careers in a given medium, and a bibliography of 10 sources relating to these careers.

Careers in Mass Media (to be expanded with students in the process of exploring career opportunities within the unit of study) Domain: decision-making skills.

1. Careers in printing and writing:

   a. Journalism - the reporting and writing of news, editorial, feature and sports stories (may be furthered by mini-course in Journalism or on the staff of the school newspaper), writing headlines

   b. Editing - effective layouts, human or public relations, leadership ability

   c. Secretary - receptionist - correspondence, telephone techniques, typing, stenography

   d. Proofreading/copyreading - galleys, proof symbols, etc.; significance of efficient reading (mini-course, 'Speed Reading')

   e. Printing - techniques and training (field trips to a printer)

   f. Advertising copy - literary style, promotional techniques

   g. Creative writing - screen writer, tv writer, playwright, poet, song lyricist, novelist, etc.

   h. Librarian - journalism, filing, data processing, biography, etc.

   i. Critic - literary, film, tv

2. Careers in photography:

   a. Journalism - action shots, sports, wire services, etc.

   b. Advertising - techniques in balance, imagery, persuasion, etc.

   c. Formal photography

   d. Artistic photography - the aesthetics of photography

   e. Technician

   f. Lighting

3. Careers in graphic arts:

   a. Advertising layouts - techniques of design

   b. Cartoonist - newspapers, magazines (See Channel 9 program)

   c. Set decoration

   d. Commerical artist

   e. Lettering and design

   f. Illustrator - books, magazines

   g. Slide maker

4. Careers in Fashion:

   a. Modeling

   b. Designing

   c. Costuming - tv and film

   d. Illustrator

   e. Buyer

   f. Textile worker

    - g. Seamstress
    - h. Make-up, hair-styling

5. Careers in Film-making (TV, Cinema, Theater):
    - a. Advertising - techniques in film design, propaganda and persuasion techniques
    - b. Cameraman
    - c. Director
    - d. Actor
    - e. Documentary production
    - f. Film editing
    - g. Electrician - technician (lighting, sound etc.)
    - h. Properties
    - i. Sound
    - j. Special effects
    - k. Cartoonist, designer
    - l. See careers in writing, music, etc.
    - m. Prompter
    - n. Stage manager/dresser
    - o. Set designer
    - p. Make-up, hairstyling

6. Careers with voice:
    - a. Announcer
    - b. Advertiser
    - c. TV Reporter - radio - news, sports, feature, d/j
    - d. Theater - acting, reading
    - e. Singing - musical comedy, ipera

7. Careers in Music:
    - a. Advertising
    - b. Sound technician

    - c. Musician (tv, radio, film)
    - d. Composer
    - e. Song-writer (records, theater, film)
    - f. Opera, musical comedy

8. Careers in Sports:
    - a. Athlete
    - b. Reporter
    - c. Physician
    - d. Trainer/coach
    - e. Education

9. Careers in Education
    - a. Teaching (applicable to any career field)
    - b. Developing curricula (writing)
    - c. Administration
    - d. Research

10. Careers in Psychology and Medicine:
    - a. Advertising — propaganda
    - b. Survey and research
    - c. Behavioral psychology
    - d. Clinical psychology

11. Careers in Dance:
    - a. Dancing
    - b. Teaching
    - c. Choreography

Career Preparation Knowledge and Skills Domain

Goal: For students to select a medium career for further study on the basis of interests

Performance Objective: Each student will be able to specify a medium career about which he would like further information and be able to state how the career relates to his interests.

Activities: After having completed the course on media, students will choose one (magazines, tv, etc.) medium to explore further.

Outcome Measures:

A. Students will submit a written report in which they:

   1. List 10 careers in the medium they chose.

   2. Choose one career they are most interested and list federal, state and local community agencies which provide training, knowledge or experience in the career.

   3. Write a paper of one page directly relating the qualities needed by the person pursuing the career to the real interests of the student.

B. Students will report orally to the class on the career chosen, and the ways in which his personal interests relate to the career.

Career Planning Domain

Goal: For students to understand the importance of language skills to career aptitudes.

Performance Objective: Each student will be able to explain the use of language skills in one of the career opportunities explored in each media.

Activities: After the study of each medium the student will list the specific language skills which contribute to success in a career within the medium.

Outcome Measure: Lists of language skills directly relating to career media.

Guidelines for Integrating Career Component and Existing Course in Mass Media

1. Beginning of course — students should be introduced to the basic purposes and kinds of media and encouraged to make relationships with careers (tv, editor, news editor, film editor).

2. At the end of each medium study students will be asked to list 5 careers available:

   Advertising (Lessons 1-3)

   Magazines (Lessons 4-5)

   Newspapers (Lesson 6)

   Television (Lessons 7-8)

   Radio (Lessons 9-10)

   Film (Lesson 11)

3. At the end of the course: Students will complete an individualized program in which they respond to specific questions on a specific career which they have chosen in terms of their own interests as follows:

   Using your knowledge of advertising and newspapers, explore career possibilities by determining in the classified advertising section of a newspaper and library each of the following in regard to a particular career:

   1. What are the current and future needs for the service or product in the career field chosen?

   2. In what avocational ways can the particular career enrich the student's life?

   3. How accessible is the career in regard to financial outlay, education and training, community need for the service or product?

   4. What income range might be projected for the particular career?

   5. How accessible is career training in the student's community?

   6. How much training and education does the career require and what is the cost invovled in training?

   7. What community services, clubs, or organizations exist in which the career interest may be explored?

Existing "Mass Communication" Course

Course Description: A ten-week (1 quarter) course which explores techniques of persuasion and propaganda in advertising and the nature and composition of the major media directed toward large numbers of the population.

Performance Objectives: (cognitive and verbal fluency domains)

1. The student will be able to list and describe both orally and in writing the major periodicals produced in the United States today.
2. The student will be able to describe and locate at least 7 sections contained in a daily newspaper.
3. The student will be able to describe orally 6 types of television and radio programs currently available.
4. The student will be able to compare and contrast news presentations on television, radio, and in newspapers and magazines based upon listed criteria.
5. The student will be able to write a news article of at least one paragraph in length based upon listed standards.
6. The student will be able to list and define on paper current trends and techniques in film production.
7. The student will write a film review of at least two paragraphs in length.
8. The student will read reviews of films and televised dramatic productions, be able to cite on paper the criteria
9. The student will be able to list and identify ten propaganda techniques employed by advertisers.
10. The student will recognize the differences and similarities in advertising techniques as reflected by major media.

Lesson Outline and Sequence

1. Magazines
   - Major periodicals
   - Advertising
   - Technique
2. Newspaper ads
   - Compare with magazines
3. TV ads
4. TV programming and advertising
5. Radio programming
   - ads - compare with magazines and tv
6. Motion pictures

Lesson One

Self-Knowledge Domain

Goal: For students to understand that there are underlying reasons why both jokes and advertising appeal to us.

Performance Objective: The student will be able to list, define, and recognize why humor and advertising appeal to the reader.

Activities:

1. Ask students "what is humor"? What makes a person laugh?

2. Using jokes, cartoons, comic strips (bulletin board or opaque projector) ask students why they are funny or intended to be funny. Demonstrate each of the following:

   a. hidden dislikes

   b. hidden hatreds

   c. surprise (funny slips) — the unexpected

   d. twist

   e. hidden fear

3. Ask students to do one of the following projects to bring to class the next day:

   a. Cut out a cartoon or comic strip from a newspaper or magazine, attach it to a sheet of paper and explain in writing underneath why it is humorous. (i.e., to what in human nature does it appeal?)

   b. Retell a joke (clean!) or anecdote on paper and explain why it is humorous.

   c. Watch a TV comedy program. List five jokes and explain why each is humorous.

Lesson Two

Goal: Students will be aware that there is a great variety of magazines on a number of different subject.

Performance Objective: The student will identify and classify periodicals.

Domain: Research

Activities:

1. Collect and discuss assignments. Why do people laugh?
2. Have students develop a list of 20 current periodicals, including the following information: title, subject or interest area, who might benefit from reading it (who would buy it?)
3. Go to the library, examine the Reader's Guide and magazines on display.
4. Have students bring a magazine to class tomorrow.

Lesson Three

Goal: Students will know that advertisers have many ways to appeal to the public to buy products and services.

Performance Objective: The student will list and identify ways in which advertisers appeal to the public.

Domain: Self-knowledge, cognitive

Activities:

1. Examine all the ads in a popular magazine and answer and be prepared to demonstrate for the class each of the following:
    a. Which ad do you think is the best? Why?
    b. Which ad tells most about the product? Which ad tells least about the product? Which of these two ads is better? Why?
2. Ask students to show ads in their magazines which demonstrate the questions above. Then using large ads refer the class the motives behind humor. Which of the ads work on hidden fears? What are these fears?
3. Using student lists, develop a master list of periodicals on the board and classify them as to type: family, mechanics, sports, literature, etc.
4. "One Day in the Life of Mrs. Happy Housewife" Write a brief one day diary as Mrs. Happy Housewife might write it, from the time Baby wakes her up in the morning till the time she goes to sleep at night. What problems does she meet and how does she solve them?

Lesson Four

Goal: Students will know that advertisers have many methods to appeal to the public, one of which is the connotative value of words.

Performance Objective: The student will list and recognize 3 things which ads contain and at least 10 ways in which advertisers appeal to the buyer.

Domains: Verbal Fluency, Self-Knowledge

Activities: Present concepts of connotation and denotation

1. Show some large ads. How do the surrounding contribute to the product? Who might buy the products? Why? How does word magic contribute to the ad? ("Desert Sand" for beige or lipsticks, rarity, perfume names, etc.) How so brand names work with word magic? What solgans are remembered?

2. Distribute handout sheet (p. 20) Ask students to list at least 2 connotative meanings for each brand name.

3. Essay —

   Write a paper of one page on the relation between products and advertising. Can a good product fail because of bad advertising? Why? Can a bad product succeed because of good advertising? For how long? Is it sensible to believe that brands that have a long advertising history (like Dial and Westinghouse) are good brands to buy? Why or why not?

4. Consider ads brought by class, what 3 things do most ads do?

   a. attract attention

   b. make us feel a need

   c. tell how product will meet the need

   Ads may appeal to hidden needs, hates or hidden fears about good health, social acceptance, independence, economic security, comfort, timesaving, attractiveness, etc.

Connotation and Advertising

1. Advertisers are fond of mentioning secret ingredients that may or may not be helpful but sound impressive. What is Gardol, Perstop, TCP, Imbicoll with Cascara, Alberto VO-5, Hi and Dri fortified with Neomycin? How many other secret ingredients or formulas can you find?

2. Many brands are obviously connotative, particularly those of soaps, deodorants, and perfumes. List the connotations of the following:

   Desert Sun Lipstick
   Suave Hairdressing
   Wildroot
   Vitalis
   Old Spice
   Aqua Velva
   Pinex (for cough)
   Bond Street

   Indiscreet
   Taboo
   Veto
   Ban
   Mum
   Secret
   Tide
   Dash

   Duz
   Ivory
   Joy
   Lux
   Wisk
   Vel
   Twinkle
   Camay

   Dove

3. Sometimes brand names borrow from each other. Spam is obviously a rhyme with ham, as methyl is with ethyl. Eye-Gene Drops is a rhyming pun with hygiene. And almost all headache pills, following the lead of Aspirin, end in -in: Aspirin, Anacin, Bufferin, Fizrin. Kreml and Clairol and "cream-oil" and "clear oil" spelled in a less oily way. Notice, incidentally, that *cream* is often spelled *creme* for French prestige.

4. Ford Motor Company hired poetess Marianne Moore to think of the most effective name for their new car. After examining her suggestions (which included *Mongoose Civique*, *Pastalogram*, *Pluma Piluma*, and *Utopian Turtletop*), the managers rejected them all in favor of *Edsel*, the name of one of Ford's sons. You know the history of the Edsel. What are the connotations of the following names of cars?

   Javelin
   Challenger
   Barracuda
   Cougar
   Thunderbird
   Statesman
   Ambassador
   Jaguar
   Dart

   Valiant
   Hornet
   Comet
   Maverick
   Swinger
   Scamp
   Demon
   Duster
   Fury

   Firebird
   Mustang
   Pinto
   Gremlin
   Skylark
   Tempest
   Grand Prix
   Riviera
   Monte Carlo

5. Consider the next four ads shown. See how many of the following elements are present in each ad.

    1. connotation (word magic) (differences in describing the product compared with another product)
    2. transfer (feelings about the surroundings go over to product)
    3. testimonials, interviews
    4. plain folks
    5. snob appeal
    6. bandwagon
    7. direct approach ("Buy so-and-so")
    8. bargain price
    9. jokes or situation comedy
    10. facts and figures
    11. glittering generalities
    12. projection (what I would like to be)
    13. analogy
    14. faulty causation
    15. figurative language
    16. either - or thinking

6. Look in magazines until you find at least one example of each of the ten methods. Cut out these ads and examine them closely. You will probably find more than one method used in several of them. How many use more than one method? How many use more than 4? Write the methods on each ad or on a piece of paper attached to it. Can you find in them the 3 things most ads have?

7. Look through the ads in a few newspapers. How is newspaper advertising different from magazine advertising? Which of the methods is used more in newspapers than in magazines? Why do you think this is so? Keep your list of advertising methods near you as you watch tv. Are all the methods used on TV? Which seem to be used more often? Give examples. How many ads per ½ hour? If you find ads that use different methods give names to the methods and add them to your list.

    Note the absence of complete sentences. Why?

Lesson Five

Goal: Students will recognize the relationship between advertising and the type of magazines or viewer that the ad is intended for.

Performance Objective: The student will match ads to the list of magazines compiled by the class. He will be able to write an ad based upon his knowledge.

Domain: Visual acuity, verbal skills

Activities:

1. Show ads to the class. In what magazine might the ad appear? To whom would it appeal? Why?

2. Assignment: Write an original magazine ad. Use word "magic" (connotation) to invent a name for your product. Then think of a slogan, a short sentence you canrepeat in every one of your ads for ten years. Finally, make up an original magazine ad for your product. Use at least 5 of the methods discussed in class and base your ad on a hidden fear, dislike, or desire. Consider the type of magazine or buyer that your ad would appeal to. Be prepared to read and show ads.

3. Option: Invite a speaker from advertising to speak to the class.

Outcome Measure: Have students read ads to determine if the above criteria have been employed.

Lesson Six

Goal: Students will show that the contents of magazines differ from those of newspapers.

Performance Objective: The student will list the contents of daily newspapers and the differences between newspapers and magazines.

Domain: Research, cognitive

1. Bring a daily newspaper to class. How do you find a particular section? What are the contents of a newspaper? List ways in which these contents differ from those in magazines. What is present in a newspaper but not in a magazine, etc.
2. Compare a national news story in the daily paper with that in a national news weekly magazine. Write a paper in one page in which you state specific differences.
3. Compare one story from a national magazine with one in the local newspaper in any of the following areas:
    - a. sports
    - b. theater or film reviews
    - c. world or national news
    - d. book reviews
4. Option: Acquire copies of a daily newspaper from the publisher.
5. Option: Visit a printer or publisher (Post-Dispatch, etc.)

Outcome Measure: Give the test (Lessons 1-6)

NAME ______________________________

MASS COMMUNICATION: Magazines and Advertising

I. Fill in the blanks with the correct word or words.

______________ 1. the name of a weekly national newsmagazine

______________ 2. a literary magazine which comes out monthly

______________ 3. the dictionary meaning of a word

______________ 4. a magazine which might advertise a car and cigarettes

______________ 5. a woman's magazine

______________ 6. a sports magazine

______________ 7. meanings and feelings a word might have other than the ones found in a dictionary

______________ 8.

______________ 9. Three things all ads try to do

______________ 10.

II. List in the blank spaces the kind of propaganda technique which the advertiser is using.

______________ 1. "So get right out and by Zero Aspirin"

______________ 2. "99 and 100% pure"

______________ 3. "A once in a lifetime sale on carpeting!"

______________ 4. "Can't you imagine yourself sunning on the beach?"

______________ 5. "Winston's have that down-home taste."

______________ 6. "9 out of 10 doctors recomment Zero Aspirin"

______________ 7. "Everybody's flocking to Zero Used Cars"

______________ 8. Dick Butkus says, "I use Zero After-Shave"

______________ 9. "Stand out from the crowd - use Zero soap"

______________ 10. "Camel Filters aren't for everybody"

III. Both advertisers and cartoonists get readers to respond by playing on hidden feelings. List below the five basic reasons why we react as we do:

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

IV. Explain carefully below who would buy the product, what magazine it might be advertised in and why.

1. toothpaste
2. diamonds
3. airlines
4. furniture
5. dog food

Lesson Seven

Goal: Students will list the variety of programming on television to appeal to many viewers.

Performance Objective: The student will keep a TV diary for one week and will analyze the kinds of programs available from a list he has used on his survey.

Domain: Self-knowledge, research

Materials: A television set, KFUO program guides, listings from the daily newspaper.

Activities:

1. Discuss the following questions with students as they proceed to keep a daily viewing diary on their own. Have students view particular kinds of programs in the evening to report the next day. The culminating question might be "Does television reflect real life? Why or why not?" The teacher should employ, eliminate or add to the questions as he pleases to achieve the desired objective. Use of a TV in the classroom might be beneficial in determining what programs and advertising are available at a given hour and to whom they are likely to appeal.

   Survey - Having completed the viewing diaries, students may choose to make a TV survey similar to the one provided or they may make up their own. The surveys should be followed by a written report which analyzes the results of the surveys.

2. Keep a television diary to examine habits in viewing:

   rating name of program type of program day and date

   number of hours watched

   Time program started total time watched name of program type rating (round to quarter hour)

Type: animal, cartoon, comedy (jokes), comedy (play), detective, mystery, discussion or talk, instruction, movie, music, daily regular news, special news, quiz game, serious drama, sports, variety, western (use terms with movies)

Rating: excellent, good, fair, poor (student's judgment)

3. What goes into making a tv show?

4. Is tv "free"? (cost company $100,000 a week or 5 million a year)- ½ hour show

   What is good about the system? bad?

   What is the meaning of monitor, network, taping? editing? (define on paper)

   Public television - What is available?

5. Distribute the worksheets

   Assign a type of program and set of questions

   Follow up with a class discussion of the students' answers, or bring to class a tv set and set up types of programs in which all students view the same show.

NAME ______________________________ AGE ____

TV Questionnaire

1. Choose 5 types of programs from the following list and write them in the spaces provided. Rank them in the order in which they appeal to you.

   Comedy - Soap Operas - Mysteries - Medical Drama - Variety - Game Shows - Cartoon - Country - Western Mus. - Movies - REligious - Dramatic Shows - Dance Hops - Educational - News - Specials - Science Fiction - Sports - Talk Shows (Carson, Cavett, et. al.) - Public Services - Other ______________________

   1. ______________________ 3. ______________________
   2. ______________________ 4. ______________________
   5. ______________________

2. Is TV your main source of entertainment? Yes ____ No ____
3. How many hours a day do you watch TV? ________ hours
4. During what hours of the day do you watch TV the most?
   Morning: 8-12 ___; Afternoon: 12-3___; Late Afternoon: 3-6:30 ___;
   Evening; 6:30-10:30___; Late Evening: 10:30-on ____. (Choose one)
5. What do you think is the best program on TV? ______________________
6. What do you think is the worst program on TV? ______________________
7. What are your three favorite commercials? (A) ______________________
   (B) ______________________ (C) ______________________
8. What are your three least favorite commericals? (A) ______________________
   (B) ______________________ (C) ______________________
9. Do you think TV should cut out cigarette advertising? Yes ____ No ____
10. What good influences can TV have on people?
11. What bad influences can TV have on people?
12. How can TV be improved?
13. For what mian reason do you watch TV?
14. Which of the following is yourmain source of news? Newspaper ________
    Magazines ____________ TV ________ RAdio __________ Other ______________
15. What channel on TV do you watch the most? 5___ 4___ 2___ 11___ 30___ 9___
16. How many TV's do you have in your house? ______________
17. Do you have color TV? Yes____ No ____ (How many?_______)
18. Who in your family watches TV the most? ______________________ Age_____
19. What is the best thing to be said about TV?
20. Should TV be censored in certain ways? Yes___ No___ If yes, describe how:
21. Would you pay $25.00 a year for NON-COMMERCIAL TV? Yes____ No____

NAME________________________

KINDS OF TV PROGRAMMING

I. COMEDY PROGRAMS

a. Animals, stories, cartoons, comedy (jokes) - To whom do they appeal? Why?

b. Situation comedies: Why do they deal with families? What other subjects are also popular? Where do they live? How does this compare with the viewer's life? What non-word symbols tell us about the family? How do TV fathers and mothers differ from real ones? Which TV parent is laughed at the most? Why? How many children? Which is older? Why? How do they spend their time? Reading? Watching TV comedies? How do they react toward one another? Does the TV family seem like a real family? Why?

What is the neighborhood like? What problem does the family have to solve? How do they solve them? In a real way? What important things are you never told about the family (politics, religion)? Why not? How does the comedy depend upon your hidden feelings? Do any of the characters say things they know are funny? Which characters? Do you usually laugh at the characters or with them? (What is the difference?) At the end of the comedy, how do you feel toward the family? How do you feel toward people in general? Do you feel that other people are wonderful, or that they are fools to be laughed at? Explain.

II. DETECTIVE AND MYSTERY

1. How does the show start — name or teaser? Why? What question does a teaser place in the viewer's mind? Why the particular teaser?

2. Who is the hero of the show? Why are you supposed to like him? Do you think these are good reasons for liking a person? Explain your opinion.

3. How does the hero solve his problems? Which does he depend upon more brains or bravery?

4. Are the police shown in the show? What is the viewer supposed to think of them? Would his attitude be acceptable in the real world? Explain.

5. What important information about the hero is never told (home life, personal problems)? Why might these things be kept from the audience?

6. What non-word symbols separate the "good guys" from the "bad guys"? How true to life are these symbols?

7. How are the actions of the criminals explained? What, if anything is brought out to help you understand why they are criminals?

8. Are the "bad guys" often from one race or nationality? If so, which race or nationality? Why is this so? What races or nationalities are seldom shown as criminals? Why?

II. DETECTIVE AND MYSTERY (continued)

9. What kinds of crime does the show deal with? Are these the kinds of crime actually committed most often? What crimes does TV seldom touch? Why?
10. How attractive is crime shown to be? Is this good?
11. How much violence is thereon the show? What are some examples? Do you think this violence should be allowed? How likely is it that the violence might give people dangerous ideas?
12. Do the characters change from the beginning of the show to the end? If so, how? Do they learn anything? Does the viewer learn anything? If so, explain what.
13. How is "different English" used? Who uses it, and for what purpose?
14. How does your interest in the show depend upon hidden feelings?
15. How does the show make you feel about other people? How does it make you feel about yourself? Are these feelings different from the ones you had before you watched the show? Are they good feelings to have?

III. INSTRUCTION

IV. MUSIC: background, directed toward whom? What is the role of host?

V. NEWS: How does it differ from newspapers (length, headline, leads, editorials)? Compare different stations.

VI. QUIZZES AND GAMES: Host, kinds of prizes, appropriateness of kinds of questions and why? How is the audience made to feel a part of the program?

VII. SERIOUS PLAYS: Note setting, characters, compare with real life.

VIII. SPORTS

1. How much more do you see of the event on TV than you would if you were sitting in the stands? What would you see at a "live" game that the camera does not show?
2. How much background of the sport, the teams, and the players do the announcers give? At what points do they give this information?
3. How do the announcers try to interest you when one team is way ahead? Why do they try to keep your interest even during a dull event?
4. Who delivers the commericals (the sports announcer or someone else)? When are commercials presented? Why? What kinds of products are advertised?
5. How do sports announcers on TV differ from those on radio? What difference can you find by turning down the TV sound and listening to a radio broadcast of the same event?

IX. DISCUSSIONS: Talk shows

1. What is the subject being discussed? Why is it important? Why, if at all, does it affect you personally?
2. What makes the persons on the show experts? Why should you bother to listen to them at all?

IX. DISCUSSIONS: Talk shows (continued)

3. Are the persons taking part in the discussion more interested in exploring the subject or in winning arguments? If you learned something, can you explain clearly what it is?

4. How does the host or moderator guide the discussion? What does he do to make certain persons stop talking? What does he do to make others start?

5. If a person is asked a question, how directly does he answer it? How often does he "skirt the issue", and talk about something else, in the hope that everyone will forget what the original question was?

6. Do the persons take advantage of the fact that they are on TV and not radio? If so, how? In what ways are their expressions and gestures important? Do they illustrate any of their ideas with something we can see? If so, give example.

X. VARIETY:

1. How does the show follow the old rule that a variety program must include something for every member of the family?

2. Is the TV audience made to feel that it is in a theater? How often does the camera focus on the audience? The stage? The curtains? What is the purpose of these shots?

3. After watching two or three variety programs can you explain how the different kinds of acts are arranged? What kind of act is used to start the show? Why? Where does the most popular act often appear? Why?

4. How does the host add to the show? Does he talk with the performers? What about?

5. What kinds of entertainment are seldom seen on variety shows? Why?

XI. WESTERNS: See Detective and Mystery.

1. Why is the program called a "western"? Does it take place in the old west? If so, how easily could it be moved to another time and place?

2. Do the characters talk the same way? How does the way a character speaks tell you more about him?

3. Is there any humor in the show? If so, what? Does your laughter come from hidden feelings?

4. How easily can you guess what the ending of the show will be? Explain.

5. Did the kind of Old West shown on the program really exist at one time? (See A.B. Gulthrie's THE BIG SKY, THE WAY WEST)

XII. MOVIES and TV MOVIES

XIII. "SOAP OPERAS"

Lesson Eight

Goal: Students will show how TV affects our lives.

Performance Objective: The student will list ways in which TV affects the lives of the viewers in programming and advertising. He will list the ways in which TV advertising differs from that in magazines and newspapers.

Domain: research, cognitive, self-knowledge

Materials:

1. Filmed TV commercials
2. Video - tape machine for commercials (optional)

Activities: The teacher may employ any or all of the following:

1. Take a field trip to a local TV station to discover how TV programming is achieved.
2. View TV commercials:
   a. What methods (of the 12 listed) are used?
   b. To what hidden fears, hatreds, or desires does the commercial appeal?
   c. To whom would the ad appeal? Why?
   d. What program(s) would the ad appear on? Why?
3. To preceive the effects of television:
   a. Suggest ways the tv could affect a person's family life and his education.
   b. Explain the difference between a tv viewer who controls his television viewing and one who is controlled by his viewing.
   c. Analyze 10 tv shows using the following criteria:
      1. Violence?
      2. Social message? What?
      3. Personal value message?
      4. Prejudicial attitudes?
      5. Contribute to intellectual growth?
      6. Beneficial mainly as a means of relaxation?

Lesson Eight (continued)

d. Explain why the following types of tv programs often include violence: news, movies and series (detective, spy, western, war, horror, science fiction).

e. Differentiate between statements of fact, fiction, and oppinion in TV advertising.

f. Advertising: Differentiate between information that is implied and information that is stated in 3 TV commercials. Recognize information that is mislead and explain why it is misleading. Be specific.

g. Given examples (or choose your own) of common propaganda appeals, classify them as being associated with (1) survival, (2) safety, (3) belonging, (4) prestige, or (5) fulfillment.

h. Given example of common propaganda devices, classify them as being associated with (1) name - calling, (2) glittering generalities, (3) transfer, (4) testimonial, (5) plain folks, (6) card - stacking, and (7) bandwagon.

i. Develop a propaganda campaign. (speech) or TV commercial using criteria in #2.

j. Recognize plays and devices used by automobile salesman in selling automobiles.

k. With examples from newspapers, magazines, and TV illustrate the techniques used by advertisers to create favorable attitudes toward their product and to persuade customers to buy.

l. Watch a quiz or game show and an instructional or education show and respond to the handouts. (pp. 34 - 35)
Follow up with a class discussion.

m. Read together a tv play such as "Visit to a Small Planet", "The Drinking Gourd." List and define vocabulary. Take parts including the role of the camera.

Outcome Measure: Test students (Lessons 7-8)

NAME ______________________________

QUIZ AND GAME SHOWS

1. Name of program: ______________________________

   Name of host: ______________________________

   Sponsors: ______________________________

   KInds of prizes: ______________________________

2. How is the TV audience made to feel a part of the show?

3. What kinds of people appear on the program?

   What kinds of people do you suppose watch the show regularly?

   Are these the same kinds that take part in the program?

   What might be the reason for this?

4. What kinds of questions are used?

   How important are these questions in everyday life?

   Why do you suppose the program uses its particular kind of questions?

5. Why are these kinds of prizes offered?

6. In what ways do the commercials tell you what kind of audience is viewing the show?

NAME ______________________________

INSTRUCTION AND EDUCATION ON TV

1. Watch at least ½ hour on KETC-TV, Channel 9. Then answer carefully each of the following questions:

   A. Why do some people watch the show regularly?

   What need?

   What need do they feel thatmakes them want to learn the information?

   Do you share this need? __________________ If so, how?

   B. How well do you think the program will meet this need? Explain.

   C. How does the TV teacher take advantage of TV?

   In what ways is the program more than just a classroom lecture?

   Could the program be given as well on the radio? _______ Explain why or why not.

2. Use your program guide or newspaper listings to complete the following exercise: list 10 programs on Channel 9 and explain in one sentence the purpose or subject of the program.

   A.

   B.

   C.

   D.

   E.

   F.

   G.

   H.

   I.

   J.

NAME ______________________________

DATE ____________________ MODULE ________

TEST: Television and Advertising

I. **MATCHING:** Match the term on the left with the correct definition on the right.

____ 1. Videotape
____ 2. Superimpose
____ 3. Teaser
____ 4. Network
____ 5. Censor
____ 6. Monitor
____ 7. Dissolve
____ 8. Situation comedy
____ 9. Satire
____ 10. Variety

a. gradually fade out
b. a funny program with the same characters and setting each week.
c. a program which makes fun of people and society
d. from a program before it begins.
e. a program with different kinds of acts.
f. to prevent words or actions from being presented.
g. cut from one scene to another.
h. a kind of film which can present both sound and pictures.
i. musical program.
j. placement of one film over another.
k. a screen to view the action.
l. a group of stations owned by a single corporation.

II. FILL in the blanks with the kind of program shown in each example. Be specific

____________________ 1. "Leave It to Beaver"
____________________ 2. "Flip Wilson"
____________________ 3. "Bonanza"
____________________ 4. "Lassie"
____________________ 5. "I Love Lucy"
____________________ 6. "Let's Make a Deal"
____________________ 7. "As the World Turns"
____________________ 8. "Ironside"
____________________ 9. "Carol Burnett"
____________________ 10. "Johnny Carson"

III. FILL in the blanks with the kind of advertising technique used in the commerical:

____________________ 1. Arthur Godfrey says, "Buy a Chrysler car."
____________________ 2. "Sears offers fantistic savings on furniture."
____________________ 3. "National Bank offers 5-3/4% interest on passbook savings accounts."
____________________ 4. "Wouldn't you like to have beautiful eyes like these?"
____________________ 5. "Drive a Datsun"
____________________ 6. "Everybody's flocking to Junior's Chevrolet."
____________________ 7. "9 out of 10 doctors recommend aspirin."
____________________ 8. "Only one of these ladies is a 30 year old housewife."
____________________ 9. "The best people stay at a Rosy Motel."
____________________ 10. "Own a piece of the Rock."

IV. **SHORT ANSWER:** Answer each question briefly. You do not have to use complete sentences.

1. For what two basic reasons do people watch TV?

a. ______________________________

b. ______________________________

2. What two kinds of advertising does a newspaper have?

a. ______________________________

b. ______________________________

3. What are the four basic functions of a newspaper?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

4. What agency of the federal government censors TV?

____

5. Why is TV not "free" to the public?

____

V. ESSAY: Answer on the back as carefully as you can, in complete sentences both of the following questions. Be sure to refer to specific programs on TV to back up your opinions. Answers should be at least ½ page in length

1. Do TV programs reflect real life?

2. If violence is shown to be exciting, will viewers tend to commit acts of violence?

VI. LIST BELOW:

1. Five things Videl satirizes in "Visit to a Small Planet"

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

2. Five basic divisions found in newspaper classified advertising

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

Lesson Nine

Goal: Students will show that radio programming provides a variety of entertainment.

Performance Objective: The student will list names and kinds of programs available on a given day at a given half hour.

Domain: Self-knowledge, research

Materials: AM - FM radio

Activities:

1. Ask students what kinds of programs they would expect to find on the radio at that moment. List answers on the board.
2. Run the radio across the band, asking students to number and list breifly the contents of each program they hear.
3. Ask students to develop a radio commercial of 30 sec. using the methods of advertising previously discussed. Students may work in small groups or individually.
4. Listen tonight to one half hour of radio programming on the same station. Number and list the commercials. By the side of each tell the product, what advertising methods are employed and how it is made to appeal to the listener. (List the other programs available at the same half hour. Explain to what kind of audience the commericals appeal.)

Lesson Ten

Goal: Students will recognize that radio advertising differs from television advertising.

Performance Objective: Students will list ways in which advertising differs in techniques on radio and TV and the reasons why this may be so. Students will produce a 30 minute radio commercial.

Domain: verbal fluency, time-phasing, organizing

Activities:

1. Ask students what they found on radio programming in the evening, what kinds of advertising there was and to whom it was directed. (May list on the board) What methods were used to sell the product?
2. How do radio ads differ from ones on TV? Why?
3. Allow students to complete radio ads and present them to the class. They may be taped and played back to prevent visual signs from interfering with the aural experience.

Outcome Measure: (Lesson 10):

After each one, inquire:

To whom would the product appeal?

What methods were used?

In what kind of program would the commercial be used? Why?

How would the presentation differ if it were on TV? Why?

Responses to the questions above could be obtained from a check list distributed to students during the presentations.

Check List for Radio Commercials

Commercial (Product)	Methods	Possible buyer	Kind of Program

Lesson Eleven

Goal: Students will show how film-making techniques differ from those in television; and that film-makers have a language of their own.

Performance Objective: The student will list, define, and recognize terms in movie-making. He will demonstrate his knowledge by applying terms to films and by making his own film.

Domain: cognitive, visual acuity

Materials: Exposed film, projector, records (optional), films (see list)

Activities:

1. List and define the terms related to film-making. (A student may explain to the class how films work and the process of animation). Give each student 6-9' of exposed film and ink to draw on the film. Edit and show the finished film (may be accompanied with electronic music, etc.) Show films from the list and ask students to analyze their responses and cite techniques employed by the film-maker.

2. Have students watch a TV movie and respond to the questions.

3. Read together and visualize a TV or movie script or rewrite a short story in script form using the terms listed.

Films on Cinema, available through county film service

Murder of the Screen, 22m., F51041

Hailstones & Halibut Bones, 6, F51724

Rainshower, 15, F52164

Seven Bridges of Konigsberg, 11, F52239

Golden Fish, 20, F52307

American Film, 30, F52500

Night and Fog, 31, F52959 (Preview)

Dunes, 7, F52960

Why man Creates, 29, F52821

Red Ballons, 34, F52970

Occurence at Owl Creek Bridge, 27, F53004

Exploring with the Time Lapse Camera, 10, F53130

Marshall McLuhan, 54, F53131

Chromophobia (11 min.)

Unit Outcome Measures:

1. Short spot quizzers over lesson objectives.
2. Degree of correspondence between assignments and criteria.
3. Student check lists.
4. Compositions.
5. Final objective test.
6. Oral presentations and critiques.
7. Well developed essays on the following topics.
8. Demonstrations of original ads and students lists methods employed, etc.
9. Students' answers to the following questions:
   a. Describe forms of mass media that could be used to inform, persuade or entertain a large group of people (such as the population of a country about a given topic. Explain why each medium studied is more or less useful for this purpose than the other forms.
   b. Describe aspect of mass media that some people find useful. Explain how mass media are useful for these people.
   c. Given an example of a particular person's role in society, explain how mass media could help and harm this person.
10. Career data — hat interests lead to careers in media? What specific jobs are available in each of the media studied?

NAME______________________________

DATE____________________ MODULES________

MOVIES

1. How are movie settings different from settings made for TV plays? Explain the reasons for the differences.

2. What differences can you find between the TV plays and movies in acting and camera work?

3. Which skips more from place to place and from time to time, a movie or a TV play? Why?

4. How long does a TV movie last? How much of the time is taken up by commercials? Why are the commericals placed where they are?

5. Under what other category could the movie come under? Which questions uner that heading can be asked about the movie? What are the answers? (Use handout sheets.)

READING A FILM

Watch a TV movie and study how the picture was made.

1. Count the number of shots in the first 15 minutes. How long does the average shot last?

2. Look at the camera angles. Is the actor's picture taken from above his head or below? Are both sides of the face often shown or is one side favored? If an actor is made to look strong, brave, or fierce, from what angle is the shot taken? What camera angle would help to make an actress look beautiful or romantic?

3. Look at the frames. In some movies almost every shot is like a framed picture. In others, the action is more important. How much does the camera pan, tilt, and move? How often are fade-outs and dissolves used? How effective are they?

4. Be prepared to define each of the following camera terms:
   (1) Frame
   (2) Cut(s)
   (3) Shot
   (4) Stock shot
   (5) Close-up
   (6) Long shot
   (7) Pan
   (8) Fade-out
   (9) Fade-in
   (10) Dissolve

Lesson 11 (continued)

5. Explain each of the following techniques used by film-makers and relate each to the process of communication:

   (1) framing

   (2) long long-short

   (3) long-shot

   (4) medium shot

   (5) close close-up

   (6) close-up

   (7) motion

   (8) camera position

   (9) facial features

   (10) background

   (11) contrasts

   (12) editing

   (13) montage

   (14) lighting

   (15) color

   (16) music

   (17) sound effects

   (18) commentary

   (19) dialogue

   (20) animation

   Analyze responses by listing ideas and sensations.

6. View short films (2-3) as listed Check visual acuity by having students draw:

   a. Their view of the room.

   b. One frame from a film.

   c. Two frames - 2 final frame of one cut - the initial frams of another

7. Compare results of drawings seeking to understand why some frames are more memorable then others.

Outcome Measure: (Lesson 11) Take test

NAME________________________________

QUIZ: Radio, Films and Advertising

I. Fill in the blanks with the correct camera term to fit the definition.

______________ 1. move the camera from side to side.
______________ 2. move in to show more detail.
______________ 3. shot taken from a great distance.
______________ 4. one photograph on a roll of film.
______________ 5. gradually fade-out and fade-in on another scene.
______________ 6. a group of frames - a scene.
______________ 7. to move rapidly from scene to scene.
______________ 8. placement of one film or image over another.
______________ 9. a traditional scene that is often used by film-makers.
______________ 10. covering half the film at a time to achieve special effects.

II. Short Answer: "The Drinking Gourd"

1. What does the title symbolize?

2. What 2 contrasting scenes does the author show?

A.

B.

3. Who is the narrator?

4. What causes the argument between Hiram and Bullett?

5. (a) What is Hannibal planning to do?

(b) Why?

III. Short Answer

1. What are the three main kinds of radio programs?

A.

B.

C.

2. In what 4 ways are films like dreams?

A.

B.

C.

D.

3. Briefly define each word:

   A. gourd

   B. potent

   C. peril

   D. meager

   E. abolitionist

   F. anguish

   G. tolerate

IV. Advertising. Identify the techniques used in each of the following radio commercials.

__________ 1. Andy Granatelli says, "I use STP."

__________ 2. "Buy Busch."

__________ 3. "Budweiser, the king of beers."

__________ 4. "Come to Munch TV Service."

__________ 5. "Steak-N-Shake is everybody's favorite place to stop after a ball game."

V. Essay. Explain in complete sentences some of the differences between TV drama and movies. Be sure to use examples. (Half Page)

BIBLIOGRAPHY

Flanagan, John C.: William M. Shammer and Robert F. Mager, Language Arts Behavioral Objectives, Westinghouse Learning Press: Palo Alto, Calif., 1971, pp. 60-65, pp. 105-109

Gessner, Robert; The Moving Image

Kytle, Ray; Clear thinking for Composition, Random House: New York, 1969

Lineberry, William P.; Mass Communication, The H.W. Wilson Co: New York, 1969

MuLuhan, Marshall; Understanding Media: The Extensions of Man, Signet Books: New York, 1964

McLuhan, Marshall; The Medium is the Message, Bantam Books, New York: 1967

McLuhan, Marshall; The Gutenberg Galaxy

Packard, Vance; The Hidden Persuaders

Potter, Robert R.: English Everywhere, Globe Book Co: New York, 1971, pp. 150-226

TEXT:

Language of Man (Grade 9)

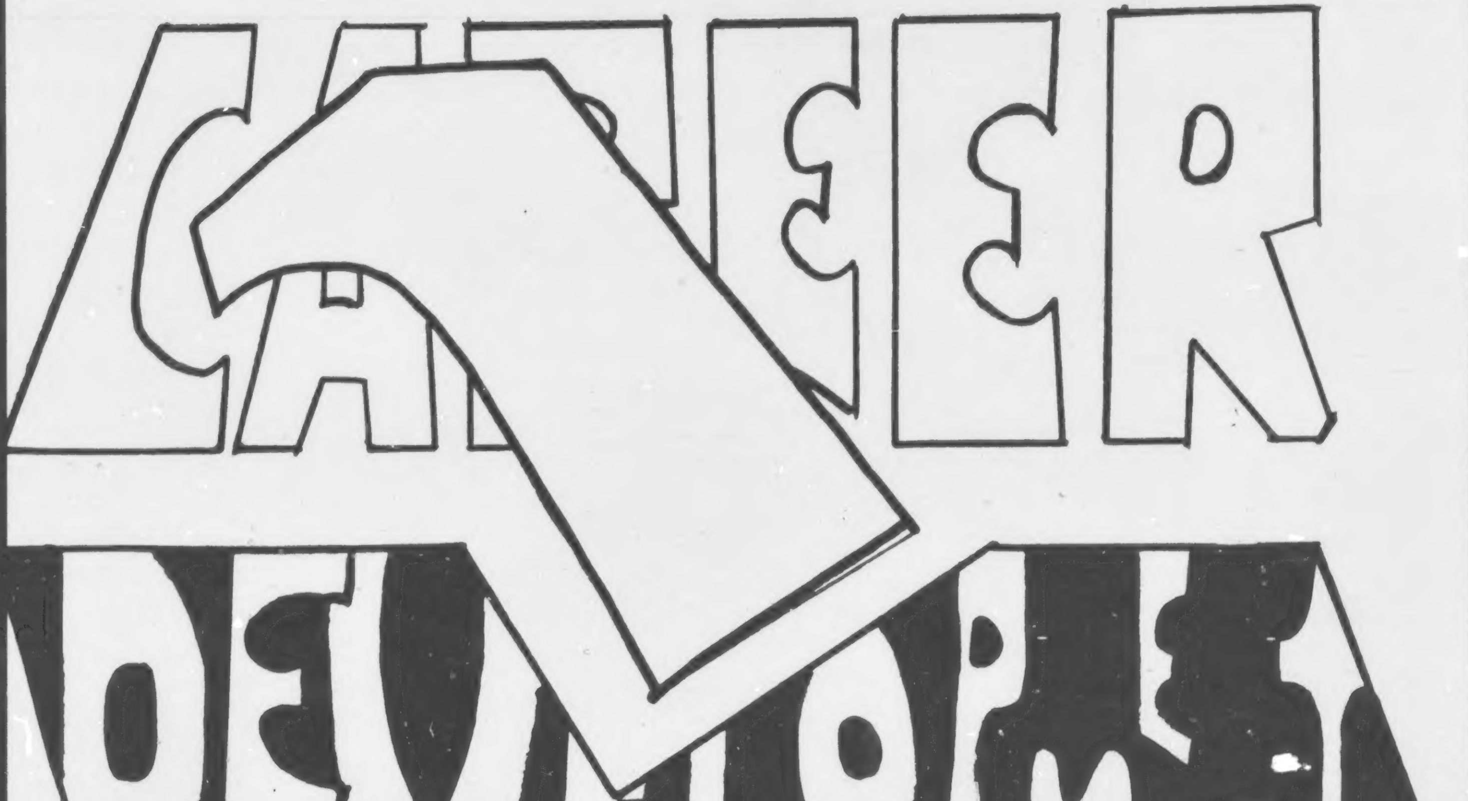
The Motion Picture and the Teaching of English; NCTE, New York: Appleton-Century-Crofts, 1965

Film Strips Available (Career Orientation)

Educational Dimensions Corporation

No. 402	"Careers in Advertising"
No. 403	"Careers in Television"
No. 404	"Careers in Photography"
No. 405	"Careers in Illustration"
No. 406	"Writing Careers in Advertising" (Copywriter)

Situational English



CAREER DEVELOPMENT PROJECT

U. City. Mo. School District

CE003863(d)

C. Edwards

TOPIC: SITUATIONAL ENGLISH

AREA: English

AUTHOR: JEANETTE D. APPEL, Teacher

PERFORMANCE LEVEL: Secondary -
Grades 7 - 9

SCHOOL: BRITTANY JUNIOR HIGH SCHOOL
University City, Missouri

DATE: SUMMER - 1972

INTRODUCTION

GOAL: Through increased self-awareness student will be better able to choose an area in which he would consider a possible job/career choice.

DEVELOPMENTAL OBJECTIVE: Student will choose an area in which he is interested, learn about the area in depth and apply his knowledge and discoveries to a career activity.

PERFORMANCE ACTIVITIES:

1. Activities (oral/written)
2. Self-exploration
3. Skill background
4. Human relationships

   Application of skill background to simulated and real situations
5. Activities for culmination (oral/written)

GOAL: Through participation parents will become more involved with the classroom content.

DEVELOPMENTAL OBJECTIVE: Interested parents will become resource persons for class.

PERFORMANCE ACTIVITIES:

1. Students will be asked to volunteer to take home a written request from the class to their parents asking them to act as a resource person in their

job capacity and to volunteer to

a. be interviewed
    1. in person at school or at home
    2. by telephone

b. come in to answer student questions during class time.
    1. small group interview
    2. presentation to group and large group interview

c. be willing to arrange for an interested student to visit his place of work for part of a day (student providing transportation, parental permission, other subject area permission and principal's permission needed).

d. be willing to participate in "Careers Day" possibly in conjunction with the other careers programs in the school.

OUTCOME MEASURE:

A few parents will respond with at least a willingness to cooperate.

GOAL: The student will evaluate whether he has learned about himself and careers during the twelve week course.

DEVELOPMENTAL OBJECTIVE: The student will compare his original statement with one made at the end of the course and evaluate for himself if he has changed during the course.

PERFORMANCE ACTIVITIES:

1. Student will answer "pretest" questions:
    a. What job /career have you chosen or are you interested in?
    b. What type of activities do you expect from this course?
    c. What do you want to learn from this course?
2. "Pretest" will be kept by teacher who should pay particular attention to "b" and "c" for possible additions/ revisions of course.
3. Post-test:
    a. What job/career have you chosen or are you interested in?
    b. What activity did you enjoy most? least?
    c. What did you learn about that you didn't know before?
    d. What should have been a part of the course but wasn't?
    e. Would you recommend this course to a friend you like? Please explain why briefly.
    f. Would this course have been better for you in a different class?
    g. Would this course have been better for you with a different teacher?
4. Hand back pretests to students, giving him time to note the differences or similarities in responses.

OUTCOME MEASURE:

Student will write a response to the statement: "I feel this course was valuable to me." (This antithesis may also be supported.) The student should use his pre and post "test" as support "data."

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOALS

1. By choosing at least a cluster in which he is interested, the student will learn more about the job(s).
2. The student will become more aware of his preferences and dislikes concerning choices of activities and himself.
3. The student will be exposed to work situations in field or fields in which they are interested.
4. Leisure time activities are sometimes a part of a job/career choice. The student will discuss the concept in relation to himself.
5. The student will be able to perform some written skills that are frequently used in business.
6. The student will be able to perform some oral skills that are frequently used in business.
7. The student will use newspaper ads to practice consumer comparison.
8. The student will be able to demonstrate to himself that the newspaper is a source of job information.
9. The student will be able to analyze credit costs.
10. The student will consider the question, "What do I want most out of life?"
11. The student will discuss question of "Why work?" in relation to himself.
12. The student will become familiar with an example of a

structured relationship.

13. There are aspects of the relationship between employer and employee that the student will become more aware.
14. Using what he knows about interviewing and about employer-employee relationships, the student will interview an adult who is now working.
15. The student will become involved in job acquirement.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: By choosing at least a cluster in which he is interested, the student will learn more about the job(s).

DEVELOPMENTAL OBJECTIVE: Choosing one of the suggested activities or one of his own creation, the student will work on learning about job opportunities in his tentatively ch osen field, and present the material in the manner suggested by the activity.

PERFORMANCE ACTIVITIES:

1. Job (or Jobs) Exploration: Opportunity for student to discover the in depth requirements of a particular job or job cluster. May be in project-written report form with bibliography.
2. Community Interview: Interview of someone involved in community commerce. (for details see "Special Project")
3. Formal Speech: If student is interested in a job that would require that he speak in public, he may choose to give a 3-5 minute formal speech. Topic selection to be done in conference.
4. Lifestyle Profile: Including description of leisure time activities, goals and job activities, the student may project the results of his job choice as they apply to his personal life. Interviews, fiction-nonfiction books, and T.V. may be used as

references for description.

5. Student Developed Activity: Activity related to career choice of student's own design. Activity discussed with teacher and expected results (goals) committed to by student. (May be changed during subsequent conferences.)

OUTCOME MEASURE:

Using what he knows and the resources available the student will achieve a finished activity.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The student will become more aware of his preferences and dislikes concerning choices of activities and himself.

DEVELOPMENTAL OBJECTIVE: After the students have completed several tests and considerations, they will use the rresults for a self-profile and apply the self-profile to the choice of a job cluster area.

PERFORMANCE ACTIVITIES:

1. Values appraisal scale:
    a. Students will take a values appraisals scale and interpret their responses by using a scoring scale.
    b. Option through counselor's office of having students sign up for Kuder Interest Inventory or the Ohio Vocational Interest Survey.
        1. Counselor could come and speak to students on the idea of compatible interests, likes and job choice.
        2. Talk about purpose of interest survey.
        3. Students make their own profile.
2. People and/or things and/or ideas: Student will decide in what area they would prefer to work. A discussion of what each category might consist of what may be appropriate.

a. List on the board: People; People and Things; People, Things and Ideas; Things; Things and Ideas; Ideas.

b. Have students decide initially whether each would be a "first choice" or "second choice." Then have them write the reason for the way they choose. If possible students could rank the choices in order of preference.

3. Use a hobby interest evaluation.

4. Have students consider what they like to do most. Students will eventually select a cluster or clusters that seem to fit their preferences.

5. Students will identify their personal qualities. They will first identify and rank qualities in men and women that they admire, and then answer a questionnaire that has been prepared by the instructor.

OUTCOME MEASURE:

Students will use their profile and questionnaire results and write a short personal description of themselves relating to what they've discovered. They will also use this information to choose a job or job cluster in which they are interested. Finally students will be asked to consider the idea that perhaps during his lifetime he may competently have more than one career.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The student will be exposed to work situations in field or fields in which he is interested.

DEVELOPMENTAL OBJECTIVE: Participating students will be able to evaluate field trip and/or speakers in terms of what he has learned.

PERFORMANCE ACTIVITIES:

1. Make contact with Jim Young who has agreed to take interested individuals on field trips with his alternative school students.
2. See following list for speaker and field trip arrangements once students' interests are known.

OUTCOME MEASURE:

Student will write summary and evaluation of personal growth from experience.

LIST FOR FIELD TRIP/SPEAKER CONTACTS

Missouri State Employment Office
Apprenticeship Information Center
231-7348 (ext. 338 or 332)

Government Offices
Land Clearance Authority
6500 Delmar
University City, Missouri
Mrs. Davenport 862-4111

Health Service
Ruth Dodge 367-8060 Station 686

Community Medical Services
St. Louis University
Donna Jones (1st and 2nd year medical students)

Urban Minority Affairs
Richard Reynolds 644-6400

Union Electric
Public Relations Mr. Logan

J.C.C.A.
Evelyn Keeper, Pre-School Education 863-8282

(Jewish) Vocational Employment Opportunities
Herb Soule 726-5677

Jewish Training Center (Sheltered Workshop)
Sid Hurwitz 647-7453

Modeling
Linda McGregar 863-1141

Doctors' Assistants and Technicians
Susan Day 726-0525

Science Museum
Cindy McDonnell 726-2888 (fee)
Anthropology, Science, Archeology

Stix, Baer & Fuller
Personnel Manager 862-1800

Southwestern Bell Telephone Company
Sally Hutcheson, School Consultant 994-9239
(film and teletrainer lecture)

Teamsters Union (on Grand)
Mr. Lumpe Rm. 218
(tour of complex) Ernest Callamay

Ozark Airlines
Mr. Reler 436-3013 (Harold Olson is initial contact)

R.I.D.C. (Career Information Center)
429-3535

Junior College: Terminal
Jack Newman 644-3300 Ext. 233 or 344

WIL F.M.
Keith Morris 436-1600

KDNA

Post Dispatch
Post Humes 421-1212

KETC 9
Mrs. Rothbard 863-0995 (mention Joe DeWoody)
Student Services

Conservation and Forestry
James Grib
Missouri Department of Conservation
2901 N. Ten Mile Drive
Jefferson City, Missouri

Engineering
Allan Diekgraece
Director of Public Works
8262-6767 Sta. 47

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Leisure time activities are sometimes a part of a job/career choice. The student will discuss the concept in relation to himself.

DEVELOPMENTAL OBJECTIVE: The student will list his leisure time activities and decide which ones are likely to continue through retirement.

PERFORMANCE ACTIVITIES:

1. Discuss stereotype leisure time activites e.g. What does the hard hat do after work to relax? The company executive?
2. Does job choice necessarily limit leisure time activities?
3. Have students clarify what they mean by "leisure time." Compare dictionary definition with class' definition. How do they compare?
4. Why should someone think about leisure time activities? Can they be classified into constructive and destructive?
5. What happens to someone who puts his work and leisure time into his business when he retires?
6. Student should consider what, if any, leisure time activities are usually associated with his job/career choice.

OUTCOME MEASURE: Student will list his leisure activities now, circling the ones that he could possibly pursue into adulthood.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The student will be able to perform some written skills that are frequently used in business.

DEVELOPMENTAL OBJECTIVE: Student will learn semi-block business letter forms and be able to use the form in practice letters of complaint, request, inquiry and application.

PERFORMANCE ACTIVITIES:

1. Students are asked to write any one of the above mentioned letters using business form (pre-test).
2. Semi-block form illustrated by teacher and copied. Students can be encouraged to bring in copies of business letter forms and their content may also be discussed. Then pre-tests can be compared to the example.
3. Discussion of the reasons for writing business letters. Mock address given for assignments in which the students will write
   a. letter of request
   b. letter of complaint
   c. letter of inquiry
   d. letter of application

OUTCOME MEASURE:

The students will be able to write a letter of request, complaint, inquiry and/or application with correct form, punctuation and with the content appropriate with the letter's purpose.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The student will be able to perform written skills that are frequently used in business.

DEVELOPMENTAL OBJECTIVE: Students will learn a correct way to fill out checks and be able to balance deductions from "accounts."

PERFORMANCE ACTIVITIES:

1. On a large "check" drawn on the chalk board students will tell the teacher or a fellow student how they think a check should be filled out. A correct form will be illustrated. Blank forms should be obtained from a cooperative bank.
2. Immediately following board demonstration, blank checks will be handed out with the instructions that students are to make out a check to their friend for an amount not to exceed ten dollars for club dues or a loan or any other reason appropriate.
3. Checks will be gone over with the students. Those checks that could be changed pointed out.
4. Go over difficult numbers to spell (may make appropriate bulletin board display).

OUTCOME MEASURE:

Given blank check, the student will correctly fill out the blanks.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The student will be able to perform written skills that are frequently used in business.

DEVELOPMENTAL OBJECTIVE: Students will fill out forms in class.

PERFORMANCE ACTIVITIES:

1. Use newspaper ads to point out purchases that might necessitate installment buying on revolving charge account application.
2. Have students spend a monthly income (one they select).
    a. find an ad for an apartment
    b. can choose
    c. tentative grocery budget
3. Students should be encouraged to talk with parents about a typical budget to get a better idea of realistic spending. Findings may be reported to class.

OUTCOME MEASURE:

The student will develop a list of terms and their meanings from business forms. The student will successfully fill out forms as the personal check, the money order, installment buying contract, rent contract, mortgage, application for loan and a car loan, for a checking account, insurance forms.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The student will be able to perform some oral skills that are frequently used in business.

DEVELOPMENTAL OBJECTIVE: Students will learn formal speech parts, an interview technique, accepted telephone use, and formal-social intruductions.

PERFORMANCE ACTIVITIES:

A. Formal Speech

1. Discuss basic steps in developing a speech, formal speech parts and general outlining principles. Encourage students to choose a topic that relates to their job cluster interest. Have them decide what result in their listeners they want to evoke and discuss how this decision will help them organize their speech.
2. Taped examples of speeches or a speech from a visiting member of the speech class can be used as an example.
3. Discuss audience participation i.e. listening, and how listening skills can be improved by practice. Students can practice listening while the example speeches are being given and can evaluate themself on a scale he has devised or one that has been provided by the teacher.
4. Students who finish early may practice giving

their speech in front of class, friends or on tape.

5. All students should be encouraged to practice at home in front of a mirror. Discuss speaker's eye contact and gestures and posture. Have students develop list of those qualities they do and don't like from television speakers or political candidates.

OUTCOME MEASURE:

Students will present speeches. For the first ten speeches, the entire class will be graded on listening. While listening to the speeches, students will decide whether or not speakers meet the formal speech requirements and listeners will be required to be able to give one of the following: a summary of content (and/or) one idea from the material or two questions from the material.

PERFORMANCE ACTIVITIES:

B. Interview

1. Students should choose someone to interview. Discuss questions that could be asked.
2. Role playing of procedure should be done several times by volunteers before interviews.
3. Actual notes from the interview should be copied into notebook along with comments.

OUTCOME MEASURE:

The student will turn in an outline of an actual interview done outside of class and be able to become the interviewee in role playing in class if required.

PERFORMANCE ACTIVITIES:

C. Telephone

1. Teletrainer from Southwestern Bell (tapes of conversation) with speaker.
2. Have students consider ways in which telephone manners might influence their job or their even getting an interview.
3. Familiarize students with yellow pages and white pages. Have students look in their yellow pages at home and briefly note the organization of the classified phone book. If directions are limited, divide the room into teams and play one member of a team against a member from the other by calling out a company to find.
4. Have students look up in the alphabetical directory
    a. himself or a friend
    b. his school
    c. the local post office
    d. the nearest theatre
5. Since students have already decided on the one vocation in which they're interested, have them look up the section in which they're interested and count how many paid for extra advertising in the yellow pages. Ask whether or not the extra

print would encourage them to choose one name over the others. Have them explain why if they can.

6. Students should notice where numbers of the fire department, police department, ambulance service are located.
7. Record "good" and "bad" telephone conversations so that often going over the procedure of good telephoning the students can listen and decide on what's wrong with them in a casual situation.
8. Long distance calling practice can be done in role playing situations.
9. Have students set up their own telephone situations. Use role playing examples to stimulate discussion. Suggestions:
   a. a call to a potential employer for a job interview.
   b. girl friend to invite over
   c. boy to girl for a date (or vice-versa, women lib advocates)
   d. a call to make a complaint about an incorrect bill

OUTCOME MEASURE:

Student will receive call at home in which he will demonstrate correct telephone manners and be able to take a message so that the next day he can repeat the message accurately.

PERFORMANCE ACTIVITIES:

D. Introductions

1. Once the "rules" are memorized as evidenced by a quiz capitalize on role-playing. Make signs that read "Old Man," "Old Lady," "Little Girl," "Little Boy," "Young Adult - Female," "Young Adult - Male," etc. Let group choose their signs at random and perform the impromptu introduction that results.
2. A follow-up may be situations in which students as themselves are put on the spot.
3. Discussion of reasons for learning correct introductions may be necessary.

OUTCOME MEASURE:

At the end of each situation the players will have a chance first of all to correct mistakes or declare themselves faultless. Then class members may make constructive comments and point out mistakes if any. Students can grade themselves.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The student will use newspaper ads to practice consumer comparison.

DEVELOPMENTAL OBJECTIVE: Students will be able to use the newspaper to compare prices between similar goods.

PERFORMANCE ACTIVITIES:

1. Each student will be asked to bring a newspaper (preferably a Post Wednesday paper).
2. Go through the major sections of the newspaper discussing what one finds in each section.
3. Using ads, have students compare the prices of several items e.g. grocery items, used cars, large appliances.
4. Project: Students go to grocery stores and shop a cross-section of products. Students should reach a conclusion about which store has cheaper prices for what and in which they personally would shop. If they would rather shop at the higher priced store, have them try to explain what other factors are important to shoppers.
5. Have students find ads in the paper that appeal to different desires of the consumer. (T.V. ads could also be used -- going into the different techniques e.g. testimonial)

DEVELOPMENTAL OBJECTIVE: The student will be able to demonstrate to himself that the newspaper is a source of job information.

PERFORMANCE ACTIVITIES:

1. Post Dispatch for every student. Review major part of the paper and how to use the index.
2. Games of "find the" may improve efficiency.
3. Let the students read the ads and write down three for the same type of job.
4. Have them write a short paragraph listing the qualities he feels would secure the job.
5. Encourage the student to look up qualifications for particular jobs. Then student will write a letter of application for one of the jobs.
6. Assume the potential employer is interested and return form letters requesting that the student call for an interview appointment.
7. Role play and have student actually make an appointment for a time during class. Carry out the interview.
8. Others should write in answer to another ad and repeat procedure.

OUTCOME MEASURE:

The student will look in the classified section for job opportunities. He will choose an ad and write a letter of application in response to the ad.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The student will be able to analyze credit costs.

DEVELOPMENTAL OBJECTIVE: Given case studies, students will be able to answer questions about credit costs.

PERFORMANCE ACTIVITIES:

1. Bring in a Famous-Barr bill with the credit rate.
2. Bring in a math teacher to explain how to figure credit costs.
3. Students can choose a car from an ad in the newspaper and figure out the interest on the loan through the loan company and through a bank.

OUTCOME MEASURE:

Students will perform the computations necessary to decide which loan is cheaper.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The student will consider the question "What do I want most out of life?"

DEVELOPMENTAL OBJECTIVE: Students will be able to state how they feel about five major facets of life (a) spiritual well being, (b) family, (c) friends, (d) leisure-time activities, (e) career.

PERFORMANCE ACTIVIES:

1. Students will review orally in discussion or in small groups the results of their interviews.
2. The terms/categories can be clarified if necessary.
3. The idea of long-term and/or short-term goals should be clarified. Students may wish to list five long-term and five short-term goals.

OUTCOME MEASURE:

The student will discuss in writing the five areas in the order that he feels they are important to him.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Student will discuss question of "Why work?" in relation to himself.

DEVELOPMENTAL OBJECTIVE: Student will be able to rationalize a reason for working or why he feels he may not have to. (If possible student should consider same question in relation to school work since these are ninth grade students.)

PERFORMANCE ACTIVITIES:

1. Again survey of married couples can be used as take-off point.
2. Have students list economic reasons for working.
3. Have students list luxuries each would like.
4. Have students list social reasons for working.
5. Have students list psychological reasons.
6. Each can be discussed after the listing is done.
7. Have students then apply same questions to school work.
    a. How are the answers the same? different?
    b. What are the advantages of a job over school and vice-versa.

OUTCOME MEASURE:

Student will be able to discuss in writing his own rationalizations concerning the question of "Why work?"

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The student will become familiar with an example of a structured relationship.

DEVELOPMENTAL OBJECTIVE: Students will be able to discuss in writing the obvious differences between structured and unstructured relationships as they might apply to given situations.

PERFORMANCE ACTIVITIES:

1. Discuss the obvious differences between structured and unstructured relationships.
2. Why are there authority and regulations in a work situation (oral or written discussion)?
3. Have students react to "In customer relations the most important traits to remember are tact, courtesy, and respect."
    a. Stress the new relationship being discussed (i.e. customer-employee).
    b. Have students give examples of instances when they as customers were treated poorly, treated well. (Role playing could be used to act out situations given as examples and then the correction or improved way.)
4. The way others see you - how do people initially judge others? When meeting an adult for the first time, a contemporary, someone younger -- what do students look for to help them decide whether they

liked the person or would care to see them again?

   a. Students could write for themselves a "How I perceive how others perceive me" description.

   b. When going for an interview how does one dress? act?

5. Introduce idea of principle of self-conception and how it may effect employer-employee relationships.

OUTCOME MEASURE:

Given an example of several situations, students will be able to recognize them (in writing or orally) as structured and unstructured and describe behavior appropriate for the situation.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Human Relations: There are aspects of the relationship between employer and employee that the student will become more aware.

DEVELOPMENTAL OBJECTIVE: Student will go through identificaion of major employer-employee relationships and discuss, role-play, or write rational responses to simulated situations.

PERFORMANCE ACTIVITIES:

1. Attitude consideration: Students are presented with a case study involving an attitude situation. Students will discuss orally or in writing their response to questions.
    a. cooperation
    b. honesty
    c. initiative
    d. willingness to learn
    e. willingness to follow directions
    f. dependability
    g. enthusiasm
    h. acceptance of a criticism
    i. loyalty
2. Rationalization for behavior from employer and employee viewpoints:
    a. Have students assume the role of an employer.

In an effort to help your employees understand your point of view you ask them to read your explanation of each category. Student will fill in an explanation as the employer.

1. cooperation
2. honesty
3. initiative
4. willingness to learn
5. willingness to follow directions
6. dependability
7. enthusiasm
8. acceptance of criticism
9. loyalty

b. Have students assume the role of employees and have them explain to their employers why they expect the following:

1. regular payment and on time
2. safe working conditions
3. training for new job functions
4. introductions to co-workers
5. explanations of rules and regulations
6. explanations of changes in duties
7. evaluation of your work
8. discipline if you break the rules
9. honesty

OUTCOME MEASURE: Students will write, discuss or role-play their opinions of given situations in business which require a judgment about attitude.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: Using what he knows about interviewing and about employer-employee relationships, the student will interview an adult who is now working.

DEVELOPMENTAL OBJECTIVE: Student will be able to conduct successful interview.

PERFORMANCE ACTIVITIES:

1. After reviewing the section on attitudes and on interviewing, class may wish to make up appropriate general questions.
2. Students are to choose one of the following activities (or one they come up with that would achieve the same outcome).
   a. telephone interview of working advertisement.
   b. interview with parent or neighbor who is actively engaged in the type of work in which the student is interested.
   c. interview with adult known through business dealings.
3. Special project: Interview of individuals involved in community -- fire department, Target, banks, sanitation department, parks department, highway department and other people with businesses in University City. Suggested questions:
   a. What is your impression of Brittany?
   b. What activities or incidents do you associate

with Brittany?

c. What kind of things do you expect to hear?

d. What could be done by students to improve your impression?

e. What are some of the advantages of working in University City? Some of the disadvantages?

f. How many people are involved in the operation (business)?

g. Are there part-time jobs that have been or are available?

h. What are some of the routine activities that are involved in your job?

i. Do you have any questions you would like to ask?

j. Along with responses to questions, student should write a reaction paragraph.

OUTCOME MEASURE:

Student will perform interview and write up responses.

INSTRUCTIONAL AREA: English

INSTRUCTIONAL UNIT: Situational English

GOAL: The student will become involved in job acquirement.

DEVELOPMENTAL OBJECTIVE: Students will participate in simulated "job-hunting" activities.

PERFORMANCE ACTIVITIES:

1. First make sure that students have their social security cards; if they do not, they may pick them up from the counselor's office.
2. Practice in filling out an application form.
3. Letter of application: Stress that letter is sometimes more effective than application. Give students addresses to mail application -- letter handed in rather than mailed.
4. Resume or Personal Data Sheet -- Explain that sheet is used as an attachment to a letter of application and if student has no saleable skills or experience, he should indicate personal skills -- getting along with people, accepts responsibility -- traits that would make a prospective employer interested in you.
5. Work permit.